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ABSTRACT

A Canadian elementary level social studies curriculum combines the study of home, school, and community with the broader study of the nation and world through a multi-spiral approach. Described are the following units: the primary grade level (orientation, self, home, neighborhood, and school), grade 1 (families), grade 2 (communities), grade 3 (Canadian communities), grade 4 (people and their changing environment), grade 5 (Canada and the world's people), and grade 6 (Nova Scotia and Atlantic Canada). The format for each unit is the same: a summary of content, time framework, skills, and objectives is followed by a chart outlining the themes, objectives, and skills. Themes are presented in the form of questions which the students should be able to answer upon completion of their study. A more detailed chart tags each objective to a number of activities, arranged in order of difficulty. Also included in this program description are sections containing primary to grade 3 resource materials, grades 4-6 resources, suggested methods and activities, and general resources for social studies teachers. (LP)

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SOCIAL STUDIES FOR ELEMENTARY GRADE LEVELS

Curriculum Development
Teaching Guide No. 77

Nova Scotia
Department of Education
Halifax
1981

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GENERAL INTRODUCTION

Social Studies in the Elementary Schools

Leonard S. Kenworthy, in *Social Studies for the Seventies*[1], defines the task of the teacher of social studies as follows:

> To discover and develop the abilities of every child so that he or she may comprehend himself or herself and other human beings better, cope with life more effectively, contribute to society in his or her own ways, help to arrange society, enjoy it, and share in its benefits.

This task is perhaps even more important in the eighties than when Kenworthy defined it. It is a difficult task; one which must be begun by the elementary level teacher and continued at the secondary level.

In this time of global interdependence, a fundamental aim of the social studies program is to help the children develop an understanding of the interdependence of people with their physical and social environments and with each other. The development of this understanding must begin in elementary school. It is through carefully guided experiences designed to examine these relationships that many of the children's early concepts of values and social relations will develop.

The elementary program provides children with many opportunities to acquire this initial understanding of interdependence as they learn to act as both followers and leaders. The program is designed to help children to learn to acknowledge the rights and differing opinion of others, to develop tolerance, empathy, and an appreciation of our dependence on others, and to accept certain responsibilities for their personal welfare and for that of other people. Along with learning about rights and responsibilities children should learn very early about rules and authority, and should begin to develop a concern for the basic concept of justice for all people.

The elementary level social studies program combines local, national, and global components in a series of spirals and provides both for studies of those elements closely familiar to the children - home, school, neighborhood, community - and for studies of other homes, neighborhoods, communities, and regions in Canada and elsewhere. This multi-spiral approach provides the national and global aspects needed to help the children understand the interdependence of all peoples.

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[1] Kenworthy, Leonard S., *Social Studies for the Seventies*. Massachusetts/ Toronto: Xerox College Publishing, 1973.

Three Major Approaches

The elementary social studies program uses three major approaches:

1. *Conceptual Approach* - By emphasizing the formation of concepts, rather than the accumulation of facts, the program helps children gain a greater understanding of the knowledge and skills to which they have been exposed. Facts are needed, but they are used to develop ideas, concepts and generalizations.

2. *Inter-Disciplinary Approach* - An integrated approach is encouraged, both in terms of the various social studies disciplines (e.g., history, geography, economics, sociology) and in terms of other disciplines (e.g., art, music, literature). Through this integrated approach, the children will gain a better understanding of people in relation to their social and physical environments.

3. *Inquiry-Discovery Approach* - Through exploring many types of activities and materials, children can discover facts for themselves, develop ideas based on these facts, and draw tentative conclusions about people and their environments.

Sequence of Learning Experiences

Numerous studies have indicated that learning takes place through a sequence of experiences. These experiences may be divided into three main groupings:

1. *Doing* - active involvement in *concrete* learning experiences. These include direct participation, use of small working models, dramatization.

2. *Listening and Observing* - a combination of concrete and abstract. These include demonstrations, field trips, exhibits, television, films, recordings, radio, pictures.

3. *Abstracting* - passive involvement in abstract thinking. These include the understanding of visual symbols of maps, diagrams, charts, and chalkboard, and finally, learning through the use of the written and spoken word: textbooks, seatwork, lectures.[1]

In developing activities for the students, teachers should include a variety of experiences ranging from the concrete to the abstract and providing for as much active involvement as possible. *Reading activities, especially from textbooks, should be among the last kind of learning experiences undertaken by the pupils.*

During the early years of schooling, greater emphasis will be placed on the first two of the learning experiences listed above. As students grow through their learning experiences, less emphasis will be placed on concrete experiences, but care should be taken that these are not neglected.

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[1] Adapted from *Audiovisual Methods of Teaching* (3rd edition, 1969) by Edgar Dale. Copyright 1969 by the Dryden Press, Inc.

GENERALITIES - ELEMENTARY SOCIAL STUDIES

Primary Level: Orientation	Grade 1 Level: Families	Grade 2 Level: Communities	Grade 3 Level: Canadian Communities	Grade 4 Level: People and Their Changing Environment	Grade 5 Level: Canada and the World's People	Grade 6 Level: Nova Scotia (and Atlantic Canada)
Even though each child is unique or special, all children share certain feelings and emotions. A school is made up of many kinds of workers and special areas. There are many different kinds of families. Family members help each other. All neighborhoods are important.	People within families, and families within neighborhoods, help each other in many ways. People's basic needs are the same but these needs may be met in different ways. People within a neighborhood have many things in common. Individuals, families, and neighborhoods change with time. People develop rules to help them work and live together.	Communities have many similarities, but there are also some differences. People live and work in the communities they do for different reasons. There are many kinds of workers within a community. People in a community share and cooperate in order to live together successfully. Groups of people within a community often share special days/holidays.	A community includes many different components. There are many different kinds of communities in Canada. The needs of a community are satisfied in different ways. The resources and location of a community influence lifestyles in that community. Maps and globes help us learn about communities.	Historians use many ways to learn about and interpret the past. Communities have changed as needs and technology have changed. The use of resources and changes in production can change the environment and the way people live. Transportation and communication have changed through the ages. The roles and values of people change over time and from one community to another.	Canada and the world can be divided into physical and political divisions. People explored, and are still exploring, for many reasons. There are many kinds of people and many kinds of lifestyles and cultures in the world. Many factors influence the way population is distributed over the earth. People from many cultural backgrounds have populated Canada.	Effective use of the environment enabled native peoples to lead a highly developed lifestyle. Explorations of Atlantic Canada had many implications for both Atlantic Canada and for Europe. People have settled in the Atlantic Provinces for many reasons. The Atlantic Provinces have unique cultural patterns which contribute to the richness of the area. Geographical features help to determine the way people live and earn their living.

INTRODUCTION TO GUIDE

Generalizations and Concepts

This elementary social studies program builds on a number of major concepts, which, in turn, build toward generalizations (see chart on preceding page). Generalizations provide a systematic way of organizing the facts and concepts; they provide a vehicle for understanding situations which are new but similar to ones previously encountered. Generalizations are the product of inquiry and problem-solving which develop through a wide range of experiences.

By building on previous experiences and background and by providing many varied experiences, teachers can help pupils to begin to develop an understanding of the concepts, which, in turn, lead to an understanding of the generalizations. Some children will progress faster and further than others; but all can move toward these understandings. Basic understanding of the concepts and generalizations is possible with most children; fuller understanding develops with continuing experiences and maturity.

A great part of the work for each level of the social studies program is devoted to development of the following major concepts: *identity, socialization, environment, change, resources, human needs, institutions, interdependence, values and decision-making.* These concepts develop throughout the whole elementary social studies program. In addition, other concepts are identified for each of the various grade levels.

Units and Objectives

The social studies content for each grade level is divided into units. In this guide the theme of each unit is expressed in tne form of a question, which pupils should be able to answer upon completion of the study of that unit.

Teachers can develop several units at the same time, especially at the lower elementary level.

Some units are indicated as optional. The teaching of these is left to the discretion of the individual teacher, and the decision will depend on the ability and interests of the class, the resources available, and the time allotted for social studies.

The objectives given provide the teacher with direction when teaching a particular unit. These objectives are arranged in order of difficulty, and most children should be able to achieve the first two objectives in each unit. The remaining objectives may then be pursued.

The number of objectives per unit varies from one unit to another with some objectives to be considered as optional. An objective indicated as "optional" can be developed or not developed if the teacher so desires. The decision depends on the ability and interests of the pupils in a particular class.

Activities

The activities given are varied and numerous. This is to provide the teacher with a number of suggestions for helping all pupils gain a variety of experiences desirable to accomplish the objectives for each of the units. The activities generally are arranged in order of difficulty, although teachers will find that in some units the activities are more or less of equal difficulty. Teachers are encouraged to use a reasonable number of activities and methods to ensure that as many senses (doing, seeing, hearing, and occasionally tasting and smelling) are involved as reasonably possible. It is not necessary to undertake all activities for a particular objective.

There are many other activities which might be used in teaching each of the objectives. Teachers are encouraged to add to those given.

Some activities have been repeated, either directly or indirectly, for different objectives and for different grade levels. Also, activities given for certain objectives can be used with other objectives; however, it should be kept in mind that the units build on each other, and only activities appropriate to the grade level should be undertaken.

A number of activities are related to the development of skills, while other activities might be better classified as experiences designed to develop particular concepts. There has been no deliberate attempt to develop additional activities to meet these skill needs.

Teachers will find many activities in language arts materials especially useful for teaching the social studies units. The reading series used should be consulted for additional appropriate activities and ideas.

Skills

Helping pupils to develop and use skills effectively is one of the main purposes of social studies instruction. Indeed, without an adequate command of skills, it is difficult for pupils to gain an understanding of society or develop the habits of intellectual and social behavior which are important goals of the social studies program.

The chart which follows is an illustrative analysis of the major skills areas which should be developed in the elementary social studies program.

The chart also suggests the placement level for introducing the specific skills through planned readiness experiences. The skills should then be developed systematically through subsequent grade levels.

Although the chart indicates a general plan for continuity in skill development, teachers, themselves, are in the best position to determine the actual time of introduction.

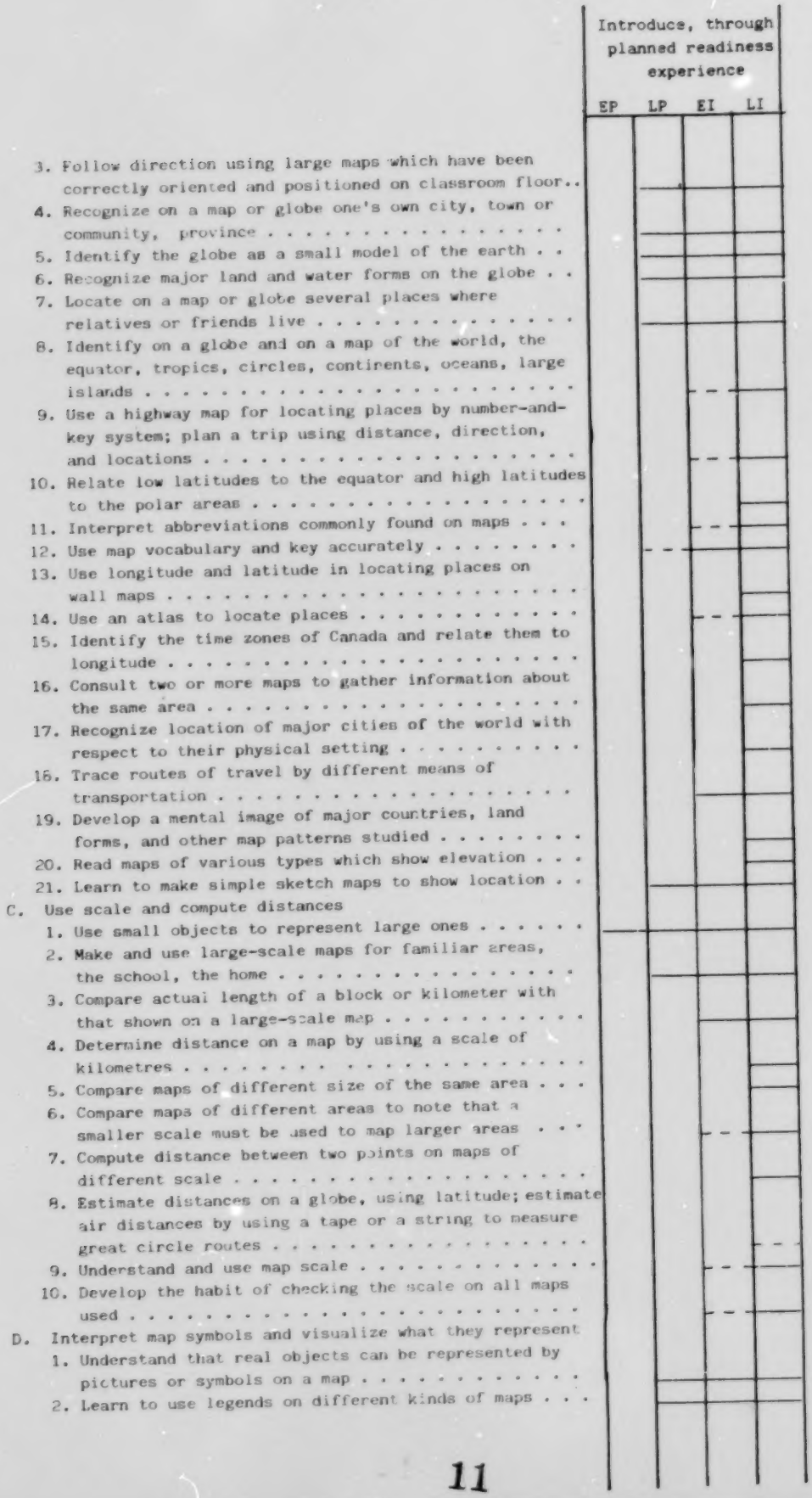
The solid line indicates the usual time for introducing skills to the average class; however, certain skills might be introduced earlier, depending on the pupils. These skills are indicated with three dots (...).

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND PLACEMENT

(Code: EP - early primary - Grades P-1 levels; LP - late primary - Grades 2-3 levels; EI - early intermediate - Grades 4-5 levels; LI - late intermediate - Grades 5-6 levels.) Once skills have been introduced, they should be developed systematically through subsequent grade levels.

Skills which are a major responsibility of the social studies

	Introduce, through planned readiness experience			
	EP	LP	EI	LI
I. Reading social studies materials				
A. Understanding an increasing number of social studies terms	-			
B. Learn abbreviations commonly used in social studies materials		-		
II. Applying problem-solving and critical-thinking skills to social issues				
A. Recognize that a problem exists		—		
B. Define the problem for study		-	—	
C. Review known information about the problem		—	—	
D. Plan how to study the problem		—	—	
E. Locate, gather, and organize information		—	—	
F. Interpret and evaluate information			-	—
G. Summarize and draw tentative conclusions		-	—	—
H. Recognize the need to change conclusions when new information warrants			—	—
I. Recognize areas for further study		-	—	—
J. Use problem-solving techniques in meeting personal and societal problems			-	—
III. Interpreting maps and globes				
A. Orient the map and note directions				
1. Describe relative location of various objects in the environment (near, far, right, left, over, under, back, front)	—	—	—	—
2. Use cardinal directions in classroom and neighborhood.		—	—	—
3. Use intermediate directions, as southeast, northwest.			—	—
4. Use cardinal directions and intermediate directions in working with maps			—	—
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection				—
6. Understand the use of the compass for direction				—
7. Use the north arrow on the map				—
8. Orient desk outline, textbook, and atlas maps correctly to the north				—
9. Use parallels and meridians in determining direction				-
10. Use different map projections to learn how the pattern of meridians and that of parallels differ				-
11. Construct simple maps which are properly oriented as to direction				
B. Locate places on maps and globes				
1. Draw and use large scale picture maps for familiar areas: the school, the home, the neighborhood	-	—	—	—
2. Locate a place on a simple map by following given instructions		—	—	—


Introduce, through planned readiness experience
EP
LP
EI
LI
3. Follow direction using large maps which have been correctly oriented and positioned on classroom floor..
4. Recognize on a map or globe one's own city, town or community, province . . . . . .
5. Identify the globe as a small model of the earth . .
6. Recognize major land and water forms on the globe . .
7. Locate on a map or globe several places where relatives or friends live . . . . . .
8. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands . . . . . .
9. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations . . . . . .
10. Relate low latitudes to the equator and high latitudes to the polar areas . . . . . .
11. Interpret abbreviations commonly found on maps . . .
12. Use map vocabulary and key accurately . . . . . .
13. Use longitude and latitude in locating places on wall maps . . . . . .
14. Use an atlas to locate places . . . . . .
15. Identify the time zones of Canada and relate them to longitude . . . . . .
16. Consult two or more maps to gather information about the same area . . . . . .
17. Recognize location of major cities of the world with respect to their physical setting . . . . . .
18. Trace routes of travel by different means of transportation . . . . . .
19. Develop a mental image of major countries, land forms, and other map patterns studied . . . . . .
20. Read maps of various types which show elevation . . .
21. Learn to make simple sketch maps to show location . .
C. Use scale and compute distances
1. Use small objects to represent large ones . . . . . .
2. Make and use large-scale maps for familiar areas, the school, the home . . . . . .
3. Compare actual length of a block or kilometer with that shown on a large-scale map . . . . . .
4. Determine distance on a map by using a scale of kilometres . . . . . .
5. Compare maps of different size of the same area . . .
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas . . .
7. Compute distance between two points on maps of different scale . . . . . .
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes . . . . . .
9. Understand and use map scale . . . . . .
10. Develop the habit of checking the scale on all maps used . . . . . .
D. Interpret map symbols and visualize what they represent
1. Understand that real objects can be represented by pictures or symbols on a map . . . . . .
2. Learn to use legends on different kinds of maps . . .

	Introduce, through planned readiness experience			
	EP	LP	EI	LI
3. Identify map symbols for man-made features: capital city, city, town, rural municipality, airport, lake, railroad, major highway, secondary paired road, dirt road, canal, tunnel, bridge, ferry route, dam				
4. Identify map symbols for land forms and water forms: continent, island, gulf, bay, inlet, sound, strait, channel, harbor, port				
5. Study color contour and visual relief maps and visualize the nature of the areas shown				- - -
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols				- - -
E. Compare maps and draw inferences				
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities				
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data.				- - -
3. Infer people's activities or way of living from physical detail and from latitude.				- - -
IV. Understanding time and chronology				
A. Develop an understanding of the time system and the calendar				
1. Learn to tell time by the clock				
2. Use names of the days of the week in order				
3. Use names of the months in sequence				
4. Use calendar to find dates of special events and to determine length of time between important dates . . .				
5. Associate seasons with particular months				
6. Use the vocabulary of definite and indefinite time expressions				
a. Use such definite time concepts as second, minute, yesterday, decade, century		- -		
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile		- -		
7. Learn to translate dates into centuries and understand how centuries are numbered				- - -
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time				
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc..	- -			
2. Learn to arrange personal experiences in order	- -			
3. Learn to figure the length of time between two given dates				
4. Learn to relate the past to the present in the study of change and its effect on people				
5. Understand and make simple time lines				

In addition, there are skills which are a definite, but shared responsibility of the social studies.

Shared Skills	Introduce, through planned readiness experience			
	EP	LP	EI	LI
I. Locating Information				
A. Examine newspapers, magazines, and pamphlets as sources of information				
1. Learn about the sections of the newspaper.		...		
2. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets. . . .			...	
B. Gather facts from field trips and interviews				
1. Plan procedures, including questions to be asked and things to look for		...		
2. Take increasingly greater initiative in the actual conduct of the field trip or interview				
3. Record, summarize, and evaluate information gained .				
II. Evaluating information				
A. Distinguish between fact and fiction; between fact and opinion				
B. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction.				
C. Draw inferences and reach tentative conclusions.				
III. Interpreting pictures, charts, graphs, tables				
A. Recognize these materials as sources of information. . .	...			
B. Note and describe the content of the material, both general and specific				
C. Construct simple pictures, graphs, charts, tables, and other pictorial material (including cartoons).				
D. Relate information derived from pictures, charts, graphs and tables with that gained from other sources				
IV. Working with others				
A. Respect the rights and opinions of others.				
B. Understand the need for rules and the necessity for observing them				
C. Take part in making the rules needed by the group. . . .				
D. Accept the role of leader or follower, as the situation requires				
E. Profit from citicism and suggestions				
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort				

In teaching skills, the following should be kept in mind:

(1) Skills are best taught in the context of a topic of study, rather than as a separate exercise.

(2) Pupils must be carefully supervised in their first attempts to apply the skills so that correct habits will be formed from the beginning.

(3) Pupils need repeated opportunities to practice the skills, with immediate evaluation so that they know where they have succeeded or failed in their performance.

(4) Pupils learn skills at different rates and retain different amounts of what they have learned. Therefore, individual help may be needed.

(5) Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex, with each level of instruction building on and reinforcing what has been taught previously.

(6) Pupils should be helped to generalize the skills and to apply them to many and varied situations, thus providing for transfer of learning.

(7) Skills should be taught as they are needed by the pupil; many skills should be developed concurrently.

By the end of the Grade 6 level, all skills indicated (except those noted ... at the late intermediate level) should have been introduced, with mastery gained for most of the skills introduced prior to Grade 4 level.

Attitudes

By the time pupils come to school, they have already begun to develop attitudes - attitudes toward themselves, their friends, their families, their neighborhoods, the world. Values and beliefs have been forming almost since birth, most having been influenced by the family environment.

The elementary social studies program can make the pupils more aware of their attitudes by involving them in many varied experiences, by helping them to obtain factual information, by helping them develop decision-making skills.

These attitudes might best be grouped under four main headings:

1. *Self-awareness* - knowledge about one's abilities and feelings will help children to develop self-respect and a joy of learning about the surrounding world. Social studies must help children develop many aspects of self-awareness - of their bodies, actions, attitudes, beliefs, values; of their interaction with their environment; of their judgments; of their constantly changing selves.

2. *Respect for others* - Social studies must develop strategies to increase empathy and decrease the inclination toward ethnocentrism, and stereotyping (see page 136).

3. *Awareness and acceptance of uncertainty* - Social studies must help children to develop an awareness and acceptance of diversity, change, ambiguity, and conflict, and to present these elements of human existence as natural and unavoidable.

4. *Respect for the natural environment* - Social studies must make children aware of the human dependence on the natural environment and of the global interdependence of human and natural resources.

The various units and many varied activities will provide teachers with numerous opportunities to develop these four groupings of attitudes.

Integration

The social studies program provides many opportunities for integration of various subject areas. The amount of integration and the areas where integration may take place will depend on the activities selected by the teacher and the pupils. A number of suggestions are listed below. Teachers are encouraged to add to the list.

Art
- observing patterns; drawing, painting, cutting, pasting; making murals, collages, posters; making mobiles, models, masks, sculptures; using color, paints, play dough, clay, cardboard, wood; setting up displays

Music
- listening to sounds, songs, records; singing songs about people, community workers, countries; playing musical instruments; participating in rhythm patterns; learning songs about animals, different kinds of families

Physical Education
- playing games (especially from different cultures); learning dances; developing awareness of self; developing small and large muscles

Mathematics
- counting; comparing size, numbers shapes; measuring (size, distance); understanding fewer, more, some, many, all, least, taller, wider, etc.; graphing; charting

Science
- learning about growth and change patterns in plants, animals and humans; technological changes

Health
- understanding growth and development, safety factors and rules, good food habits, good health habits

Language Arts
- listening to songs, stories, poems, etc; listening for a specific purpose (main idea, answer to a question, details, etc.)
- speaking clearly, with appropriate vocabulary, in sentences
- reading in different ways: interpreting pictures, interpreting non-verbal communication (e.g., gestures, facial expressions); recognizing important words in print (e.g., own name, community name), developing vocabulary; placing a set of pictures in sequence
- writing name, birthdate, numbers; showing experiences (in pictorial form) in correct sequence
- drama - role-playing, pantomime
- discussion of and telling of stories, poems
- making experience charts, picture studies
- discussing reading or writing about news events
- spelling social studies words

Time Allotment for Social Studies

At the elementary level, social studies should be considered from both an integrated and a separate discipline approach. Both approaches are needed to ensure that students will have many opportunities to make their learning more relevant to their own experience.

In some schools where there is a high degree of integration of activities at some or all levels, teachers and principals must constantly check to ensure that the prescribed social studies program is indeed being taught.

Additional information relating to time allotment is given in the introductory section to each grade level.

Resources

There are many resources which can and should be used to teach social studies. These resources include ideas for real and simulated experiences; visual materials such as pictures, slides, filmstrips, films, television programs; print material such as books, atlases, encyclopedias; human resources; and site resources such as museums, old houses, cemeteries.

In teaching social studies, teachers can use materials specifically designated for social studies, but they should also use appropriate materials from language arts, mathematics, music, growth and development, and other areas. This approach helps to provide the integration which is desirable and, particularly at the lower elementary levels, necessary.

Teachers should make themselves thoroughly familiar with the materials before using them with the children.

Many materials can be used at several grade levels; however, care should be taken to ensure that the materials are used for different purposes.

Suggested resources for grade levels Primary to 3 are given at the end of the Grade 3 section; suggested resources for grade levels 4 to 6 are given at the end of the Grade 6 section. Additional information on resources is given at the end of this document.

Evaluation Techniques

Evaluation techniques include paper and pencil tests and questionnaires, interviews, directed and informal observations, check lists, inventories, logs, diaries, autobiographies, written work of all kinds, records of discussions and oral reports, observations made of dramatic play, objects and things made, art work, activity records, sociograms, rating scales, and any other instrument by which teachers can get evidence of change in behavior. Evaluation may be made by the teacher, by parents, by children of each other, or by children of themselves.

Direct observation, through the use of anecdotal records and check sheets, provides teachers with one of the best ways of gathering evidence on change in behavior. Accurate records of observations must be made and all children observed.

Discussions provide teachers with the opportunity of evaluating children's understanding of new words, their concepts, generalizations, understandings, feelings and attitudes.

Sociograms provide teachers with information on the social structure of the classroom and help to identify students who are rejected, popular or potential leaders, and can give evidence of the values generally held by members of the class.

Records of children's work samples in their many forms of drawings, written work, records of activities, should be retained to show breadth of experience, quality of work done, and growth made. Class or individual logs or diaries are useful ways of recording experiences.

Reaction questionnaires and stories can reveal the attitudes of the pupils. They can be asked to react to problem situations, stories, and pictures. Responding to a situation ("What would you do?"), finishing a story or sentence, analyzing a picture - each provides opportunities to assess attitudes.

Information tests, in the form of objective tests, are useful for evaluating the information children have learned, the vocabulary and concepts they have acquired, and the generalizations they have formed. They make possible a large sampling of items, are more reliable and objective than essay tests or observations, are easily scored, and can have a high degree of validity. The types of objective tests most commonly used for evaluating intellectual achievement are completion or recall, matching, multiple choice, and true-false.

There are other areas of evaluation of which the teachers should be aware. There are teachers' self-evaluation, evaluation of the learning environment, pupil self-evaluation, and evaluation of learning resources. The Department of Education document, *Elementary Language Arts - An Overview*, provides teachers with a number of questions which will help them in the total evaluation process.

PRIMARY GRADE LEVEL - ORIENTATION: SELF, HOME, NEIGHBORHOOD, SCHOOL

The first year of formal schooling is a significant experience for the young child, and particularly for the many who have not attended play school or nursery school or something similar. Teachers need to be sensitive to the needs, concerns and fears of these young children who are in the process of developing new interests related to school. A happy and promising transition from home and preschool environments to school is very important.

Social studies at this level, with its focus on orientation, provides the teacher with many opportunities to help the children make this transition. By providing pupils with a variety of activities which help to develop social studies skills and attitudes relating to school life, as well as other activities to help develop self-awareness and understanding of the home and neighborhood, teachers can assist the children with this orientation. Sharing, taking turns, helping, and co-operating take on added significance in the classroom setting. Involvement in activities which result in a sense of accomplishment and growth in learning will help to develop a positive attitude toward school and learning.

Time Framework

At Primary Grade level, "expression and communication" are to take approximately 85% of the time, with "mathematics readiness experiences" taking 15%. Activities relating to social studies are to be a part of both.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, page 16 lists those skills to be taught as a part of the Grade Primary program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

affection	learning	roles	self
co-operation	needs	rules	social interaction
family	neighborhood	safety	socialization
feelings	responsibility	school	uniqueness

PRIMARY LEVEL - ORIENTATION

Units and Objectives

Unit I - Who am I?
1. To give a realistic physical self-description.
2. To state those characteristics which make each child unique or special.
3. To understand that all children have feelings and express emotion.

Unit II - What is my school like?
1. To become familiar with different areas of the school (inside and outside).
2. To tell about some of the functions of the school personnel, such as teacher, principal, janitor, nurse, crossing guard.

Unit III - Who are the members of a family and how do they help each other?
1. To identify the child's immediate family.
2. To identify members of the child's extended family.
3. To tell about jobs done by family members.
4. To state the relationships that exist between the child and other family members in terms of roles, duties, privileges; and to explain the reasons for these relationships.

Unit IV - What is a neighborhood?
1. To identify key characteristics of the child's neighborhood.

Unit V - Why do we need rules?
1. To know why rules are needed and to know some rules which help the child to be safer.

SKILLS FOR EARLY PRIMARY*

I. Reading social studies materials
- A. Understand social studies terms

III. Interpreting maps and globes
- A. Orient the map and note directions
  1. Describe relative locations (near, far, right, left, over, under, back, front)
- B. Locate places on maps and globes
  1. Draw and use large scale picture maps for familiar areas
- C. Use scale and compute distances
  1. Use small objects to represent large ones

IV. Understanding time and chronology
- A. Understand the time system and the calendar
  1. Learn to tell time
  2. Use names of the days of the week in order
  3. Use names of the months in sequence
  4. Use calendar to find dates of special events and determine length of time between important dates
  5. Associate seasons with particular months
- B. Understand chronological events and differences in duration of time periods
  1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.
  2. Learn to arrange personal experiences in order

Shared skills from
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for early primary

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6 . Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

UNIT I - Who am I?

OBJECTIVE

1. To give a realistic physical self-description.

Make name cards for each child and pin on clothing.

Have children view themselves in a full length mirror. The children describe what they see. Have them close their eyes and describe themselves again.

Have the children cut out samples of physical features including eyes, hair, etc. from magazines or catalogues, and attach these to a face drawn by the teacher.

Develop a graph to record eye and hair color of the children. Have the children compare the various findings, such as the number of boys and girls with brown eyes.

Play a game to compare (similarities and differences) children's physical features. (This physical act should follow the one immediately above). The teacher calls out the instructions, e.g., all black-haired children in the room hop three times; all brown-eyed children skip around the room.

Have two children who share a similar physical feature come to the front of the room. A third child, who is "it", must identify a physical feature the two children at the front share. The game could also be played by having a child identify a physical feature which is different.

Play the "Detective Game" which has the teacher stating, "I am looking for a child with long blond hair and a red bow". After the clues have been given out, the child who thinks he/she is "it", stands up.

Divide the children into two groups with half lying on newsprint on the floor, the other half making an outline of them. Reverse the procedure. The children color their own outlines to look like themselves (hair color, eye color, etc.). Cut out. Arrange outlines on the wall, shortest to tallest, or all red-heads or all brown-eyed.

Have the children give descriptions of their friends or partners - hair, eyes, etc.

Have the children bring in pictures of themselves and paste them on a strip of paper above their coat hooks, or on a collage. (The teacher might use an inexpensive camera and take the children's pictures.

Ask the children to go around the room and find things as tall as they are. Talk about and record what things they found. (This activity might be expanded to include "taller than", "shorter than").

Have the children perform exercises using body parts, e.g., make small and big circles with arms, touch toes, hop on feet.

OBJECTIVE	
2. To state those characteristics which make each child unique or special.	Talk about what is unique or special. Help the children realize that *everyone is important*. Keep a record of the children's weight and height. Check these findings every few months and note growth pattern on a picture chart. Make a display of the children's handprints and footprints. Show filmstrips on self awareness (e.g., "The Joy of Being You", Unit 1, *Kindle*). Have children compare characters in the filmstrip and themselves (*Duso* kit is also useful). Have the children role-play things they like to do best, least; the things that make them happy or sad. Have the children make pictures of what they like to do best. Have children, working in pairs, tell the class positive things about each other. Have children take turns standing against a paper taped vertically to the wall. In turn, mark each child's height on the paper. Cut a 5 cm wide strip of paper representing the height of the child. Print the child's name on the strip. Arrange the strips in order of height and tape each one to the wall. Have the children place a picture of themselves (photo or drawing) at the top of the appropriate strip. Have children compare the height data (using the outlines and the strips). Some children might stand back to back and "compare" their heights.
3. To understand that all children have feelings and express emotions.	Have children look in the mirror and (1) make facial expressions which illustrate smiling, scowling, anger and other emotions and (2) watch themselves walking, sitting, etc. This helps to develop self-identity. Have children look in the mirror and change their facial expressions while other pupils guess whether the expression indicates happiness, anger, surprise, sadness, etc. (This activity works best with small groups of 4-6 at a time). Have several children show expressions of happiness, anger, sadness, etc. through body movements. Let the other children guess the expression being portrayed. Show filmstrips relating to emotions (e.g., "I Don't Care Anyhow", and "Sticks 'n' Stones", Unit 3, *Kindle*). Discuss how the child might handle various emotions. Have the children make a "Me Book". They can draw or cut out pictures representing their physical features and feelings and emotions.

OBJECTIVE

1. To become familiar with different areas of the school (inside and outside).

Skills:
Relative locations (III.A.1.)
Picture "maps" (III.B.1.)

Have the children examine their classroom - the desks and tables, the bookshelves and cupboards, the doors and windows, etc.

Make an experience chart, having the children share their descriptions of the school, its name, and its location.

Talk about the areas surrounding the school building - play areas, grass areas, walk ways, trees, fences, entrances. Why are they there? Take the children on visits to these areas. Have them talk about and draw what they see.

Take the children on a tour through the school. If additional help (e.g., teacher aides, older students) is available, divide the children into small groups of 5 or 6 and take one group at a time. Have the children observe such things as halls, location of other classrooms, washrooms, library, principal's office, nurse's office, exits, etc. Take time to have the children talk about the different things they see. A number of tours may be needed, especially if the school is large. Begin with one area and gradually expand as the children's knowledge increases. (This activity may take place over several months.)

Send different children (perhaps two together at first) on errands to different parts of the school. Have them tell the route they take to get to their destination.

Have children make simple drawings of various areas of the school. These could be in the form of a mural or collage. Make sure that all key areas are included.

Develop appropriate experience charts for the activities undertaken above.

2. To tell about some of the functions of the school personnel, such as teacher, principal, janitor, nurse, crossing guard.

Shared Skills:
Working with others (IV)

Tell or read stories about school personnel.

Have the children tell you about the different duties that teachers perform.

Have various school personnel visit the class to talk about their jobs. Children could ask questions about the work of each person. After each visit the children could make a picture display about the work of the person. Label with person's name and position, names of tools used, location.

Have children talk about, and the teacher make a list of the students' suggestions concerning the most important ways in which school personnel help.

Have children pantomime the roles of various school personnel and let the other children guess who he/she is pretending to be.

OBJECTIVE

Play "Who Am I?". The teacher starts the game by saying, "I type letters and I answer the telephone in the office. Who am I?". The one who guesses correctly, gives the next description.

Have the children draw a picture of the principal, the nurse, etc., doing something for the children. The teacher could record on each picture what the child says about the picture.

Prepare simple pictorial story introductions suitable for children and involving school personnel. Have students role-play the situations (examples: (1) The librarian wants the principal to announce a special story-telling session; (2) A child is not feeling well).

OBJECTIVE

NOTE: In developing this unit, teachers need to remember that "families" vary greatly in their composition. A family may consist of such groupings as one parent (or grandparent) and child, two parents and children, a guardian and child, a group of adults and children. Care must be taken to respect the rights of all children and to avoid putting any child in an embarrassing position.

1. To identify the child's immediate family.

Develop activities that might include having some children:
Describe each (immediate) family member according to physical features (hair, eyes, etc.). Remind the child to include himself/herself as a family member.
Bring photographs or snapshots of their own families for discussion.
Make a "family" scrapbook, adding stories about the family as the year progresses.
Make individual booklets entitled "My Family" using cut out pictures and paste.
Introduce family members to the class.

2. To identify members of the child's extended family.

Have children talk about what is meant by an "extended" family (grandparents, aunts, uncles, cousins). (This might also include some special friends who are not blood relations).
Read books, tell stories about "extended" family members.
Have children talk about the "extended" family in terms of a television program.
Make a mural of a large family gathering (Christmas, birthdays).
Have some children make a simple family tree. Grandparents (names, pictures, drawings) can be placed on the trunk; parents on the large branches; children on the small branches.
Make or use figures (cut out, stand up) and role-play various situations involving children and members of their extended family. (Figures from the *January 15, 1910* kit might be used, if available).

3. To tell about jobs done by family members.

Shared Skills: Working with others (IV)

Have children discuss their pets and how to care for them. Ask if other family members help in the care of these pets.

Show filmstrip, such as "Taking Care of Things" and "Doing Things for Yourself". Discuss the child's role.

Have children name some tasks which mothers and fathers/guardians perform at home; which other family members perform. Help children be aware tasks may be carried out by different individuals in various families.

Using selected pictures of families (taken from such sources as *One World Discussion Pictures*, *The World of Me*, magazines, or other picture resources), have the children talk about the jobs of family members.

Play a simple version of charades. Prepare a series of picture cards indicating various activities different family members may do. In turn, have each child draw a card and act out the charade. Have the class guess the job.

Show pictures and have the children talk about or role-play the jobs a family might do on a particular day or in a particular situation (e.g., picnic, snowy day, before a party).

OBJECTIVE	
	Have children make drawings to show activities that both mother and father or another adult family member do for the family.
	Tell or read stories concerning what adults do for children. Similarly, tell or read stories illustrating what children can do for adults. Have the children draw pictures, or make a mural to show family members helping each other.
	Have the children make a picture, or bring one in, showing their mother/father/or other family adult at work outside the home and tell the class about this work.
	Have the children make a class bulletin board display showing the roles of different family members.
4. To state the relationships that exist between the child and other family members in terms of roles, duties, privileges; and to explain the reasons for these relationships.	Help children to identify ways in which they contribute to family life - the children could make pictures showing them doing something for mother; father; guardian; sister(s) and/or brother(s).
	Have the children observe how parents and grandparents help each other and, in turn, help the children. (Use selected pictures such as Unit I, Activity Print 6, *The World of Me*; pictures from *One World Discussion Pictures*, Year One; or other suitable pictures).
	Develop, with the children's ideas, a story about helping grandparents.
	Have the children tell and show ways in which older children can help younger ones.
Shared Skills: Working with others (IV)	Have the children make pictures to show one thing each family member does and then one thing family members share. Make a mural showing how a family can work and play together.
	Have the children role-play adult actions or events which occur in an average day and which show love for the family.
	Show a filmstrip or film about family members working together. Have the children talk about the benefits of working together.
	Have the children share their understanding of the baby sitter's role and talk about the importance of children obeying the family's rules.
	Have some of the children share poems, stories, or songs about families.
	Have the children act out a highlight of their own family - new car, new baby, a trip, moving, death of a pet.

OBJECTIVE

1. To identify key characteristics of the child's neighborhood.

Skills:
Relative locations (III.A.1.)
Picture "maps" (III.B.1., C.1.)

NOTE: There are several ways this objective may be introduced. One useful way is by having the children look at their home. Home may be in an apartment, a small house, a farmhouse, mobile trailer, other. Classroom activities could include drawing pictures of neighbors, listening to neighborhood stories, inviting some neighbors to the class.

Have the children participate in some of the following activities:
Bring in a picture of their home (or cut out a picture of a home which resembles it).
Draw and color a picture of home and yard.
Make a simple model of their house from cardboard boxes or blocks.
Find out what the house is made of.
Learn how many floors the house has.
Using cut-out pictures from magazines, illustrate different rooms in the house.
Set up a display of pictures of their homes.

Take the children on a tour of the neighborhood (street or block within walking distance of the school). Have them look for different types and sizes of houses, the different kinds of buildings and their uses, and other items of interest including gardens, street/road signs, etc.

Provide the opportunity for some children to make a series of pictures or a mural to represent a street or area along the street/road.

Have children tell something helpful they did for a neighbor and how neighbors are often helpful to families.

Have the children make a class scrapbook of different types of homes, those in their neighborhood as well as others they have seen or viewed on T.V.

OBJECTIVE

1. To know why rules are needed and to know some rules which help the child to be safer.

Shared Skills: Working with others (IV)

Talk with the children about the boundaries of the school grounds - roads/streets, fence(s), edge of woods, etc. (Take a tour of the area if not done previously.)

Have the children tell why they must stay within school boundaries at recess (and in some areas, noon periods).

If the playground is divided into areas for various age groups, have the children talk about why this is done. Let them say if they think this is a good rule for them and why. Establish who has the right to decide rules, and what the rules mean for them.

Have children share rules they have at home. Have them see if the home rules would apply in school as well.

Demonstrate daily courtesy in relations with the children and give positive reinforcement to children's display of good manners.

Have children illustrate ways in which courtesy is to be demonstrated in the classroom, on the playground, on the street, on the bus.

Encourage and expect children to demonstrate, continually, courtesy and respect for other pupils, school personnel, all others.

Have the pupils talk about the proper procedure to use when walking along the road or on the sidewalk; crossing the road or intersection; using stop lights and stop signs; obeying policeman or crossing guard where available; waiting for the school bus; riding on the bus; getting on and off school buses and crossing the street; using shortcuts; playing safely on play equipment; proceeding in an orderly way into a school; walking along corridors; others. Have the children role-play selected neighborhood situations.

Read aloud books which show what happens if precautions for safety or rules for behavior are not followed. The children should tell what happens when rules are not followed.

Work out with the children three to five school rules for acceptable playground behavior. Let the children make a mural of Do's and Don't's using cut-out pictures or drawings.

Have the children, through role-playing, demonstrate the rules which help them to live safely - crossing the street, getting on the school bus, etc.

With direction from the children, make simply worded charts or pictocharts of Do's and Don't's for care of classroom and school property which have been agreed upon by children and teacher/principal.

OBJECTIVE

Make a bus from lined-up chairs. Have one child be the bus driver and the other children occupy the seats. The bus driver asks each passenger to tell a safety rule. (Use set-up for role-playing right and wrong behavior).

Demonstrate the procedure to follow in a fire drill. Have the children practice the procedure.

Play a traffic game - crossing without traffic lights, with traffic lights, help of the policeman or crossing guard, behind the bus, in front of the bus.

Talk about the possible consequences, or what may happen, if an important rule for safety is broken.

Have the children talk about ways they can help children who persistently disregard rules agreed upon by the class.

Give many opportunities for the children to practice giving selected personal information such as name (first and last), address, and telephone number. Stress that this is for safety and should only be given when needed. Discuss what might be considered "when needed".

Have the children talk about the reasons why they should not talk to or accept gifts, treats or rides from strangers.

Have the children select one rule per week (for a period of time) which will be given special attention for that week. Print the rule on large paper (or on the blackboard) and place it in a prominent place. Throughout the week, often draw attention to the rule by having the children undertake various activities relating to that rule.

GRADE 1 LEVEL - FAMILIES

By the time children enter their second year of schooling, they have become aware of the routine of school. They have begun to form positive and probably some negative, attitudes toward school and teachers and learning. The teacher's role at this point is very significant in the learning process - in developing a child's positive self-image and self-identity, in helping to create a love of and interest in learning, in curiosity and creative instincts, in helping to develop good work habits.

Time Framework

Public School Programs states that 55% of the time at Grade 1-3 levels is to be devoted to "Language Arts - Speaking, Listening, Writing, Reading (incorporating social studies)". At these grade levels, the skills, acquisition of knowledge, development of attitudes and conceptual understanding begun at Primary level, need to be developed further. The units given for each of Grades 1, 2, and 3 levels provide teachers with many opportunities to do this. Besides the natural integrated aspects of social studies in the language arts program, there should be times in every week's plans when the major purpose in language arts activities is directed toward social studies aims.

Teachers might consider two or three twenty-minute periods per week, or even an occasional longer period for a field trip or special project. In addition, social studies aspects may be integrated with areas such as music, art, or physical education.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, page 27 lists those skills to be taught as a part of the Grade 1 program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

- celebrations
- communication
- family
- location
- neighborhood
- responsibility
- roles
- rules
- safety
- scarcity
- services
- school
- wants

GRADE 1 LEVEL - FAMILIES

Units and Objectives

Unit I - What is a family?

1. To understand that animal and human families vary in composition (e.g., nuclear, one parent, foster, extended) and size.
2. To show that, with time, families change in size and members change in appearance.
3. To state the advantages of belonging to a family (support and services family members offer each other).
4. To state ways families enjoy themselves (e.g., picnic, special days, special events).

Unit II - What are basic and human needs and how are they satisfied?

1. To identify needs all children have.
2. To understand that needs are met in different ways.
3. To identify the differences between needs and wants.

Unit III - What is my school like?

1. To help children become more comfortable in their classroom setting.
2. To help children become more comfortable in their school setting.

Unit IV - Who are the people in my neighborhood and other neighborhoods?

1. To identify some of the people who provide neighborhood services.
2. To identify different kinds of neighborhoods and some of the people in these neighborhoods.
3. To help children begin to understand that neighborhoods change.

Unit V - Why are rules needed?

1. To display examples of good manners.
2. To name some rules that might be imposed by a family and to identify the benefits that might result.

SKILLS FOR EARLY PRIMARY*

I. Reading social studies materials
   ...A. Understand social studies terms

III. Interpreting maps and globes
   A. Orient the map and note directions
      1. Describe relative locations (near, far, left, over, under, back, front)
   B. Locate places on maps and globes
      ...1. Draw and use large scale picture maps for familiar areas
   C. Use scale and compute distances
      1. Use small objects to represent large ones

IV. Understanding time and chronology
   A. Understand the time system and the calendar
      1. Learn to tell time
      2. Use names of the days of the week in order
      3. Use names of the months in sequence
      4. Use calendar to find dates of special events and determine length of time between important dates
      5. Associate seasons with particular months
   B. Understand chronological events and differences in duration of time periods
      1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.
      2. Learn to arrange personal experiences in order

Shared skills from
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for early primary

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6 . Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

PLEASE READ INTRODUCTORY PAGES BEFORE STARTING UNITS

UNIT I - What is a family?

OBJECTIVE

NOTE: In developing this unit, teachers are reminded to avoid the stereotyping of the family as a father, mother, and child/children. See note to Unit III, Primary Level. Begin this unit by reviewing Unit III, Primary Level. Some of the activities may be repeated. Activities not undertaken at Primary Level should be developed before undertaking this unit.

1. To understand that animal and human families vary in composition (e.g., nuclear, one parent, foster, extended) and size

Shared Skills:
Interpreting pictures (III)

Have the children, through the following activities, identify and become familiar with a number of different animals:

- Learn the names of some animals and their babies.
- Match pictures of mother animals with their babies.
- Listen to records and learn to imitate sounds of different animals.
- Listen to poems about animals.
- Learn several songs about animals.
- Draw a picture of a mother animal caring for its baby.
- Make a scrapbook of animals and their babies.
- Talk about animal homes and use matching exercises to reinforce the learning.
- Classify animals according to where they live - land or sea.
- Identify the different types of animal families (e.g., mother bear and baby; babies only - turtles; babies and both parents - birds).
- Classify pets that live in the city, the country; on a farm, in the zoo. Have model zoo or farm in the classroom. Have children put animals in their proper setting.
- Individual children could make a farm book, a zoo book. These animals could be put in alphabetical order. Have them title the animals and print a one line description.

Talk about different families, using selected pictures such as the *One World Discussion Pictures*. How are these families the same as the families represented in the class? How are they different? (Discuss in terms of composition and size.)

Show filmstrips and films about different families. (Make sure that families of different ethnic backgrounds are included.) Chart, with the children, how the families are similar to those of the children in the classroom and how they are different.

2. To show that, with time, families change in size, and members change in appearance.

Skills:
Personal experience (IV.B.1.2)

Have some of the children bring in pictures of themselves at various ages. Arrange the pictures in chronological order. Talk about the changes in appearance which have occurred.

Select activities such as those found in *Dimensions of Personality*, or other available resource, to assist the children to have an initial introduction to physical changes: from ages 1-5, teenager, young adult, grandparent. Develop, with the children, a picture chart showing the life sequence.

OBJECTIVE

Shared Skills: Interpreting graphs, charts (III)

Set up a display of pictures of family members - babies, young children, parents, grandparents. Talk with the children about the changes from one age to another. Activities could include classifying pictures under the following headings: just born, 2 years old, 6 years old, grandparents. Bring in various sizes of clothing and decide who would wear it.

Make a class graph to compare the size of everyone's family (see page 23, *Project Five to Nine*).

Make a chart to introduce the concept of change of family size. Pictures could be used to show first only grandmother and grandfather, then mother and father, and finally the children.

3. To state the advantages of belonging to a family (support and services family members offer each other).

Have the children share their reasons why they feel it is good to belong to a family. Ask the children if they have been alone at any time. How did it feel? How did they feel when a family member arrived? Do they like to be alone sometimes and why?

Have the children role-play selected situations (e.g., helping with dishes, washing car, cleaning basement, caring for bedroom) involving several family members performing different tasks. Is the work easier or harder when several people help with the work. Why or why not?

Shared Skills: Working with others (IV)

Have the children tell how they share with family members in such areas as care of others, care of property, rules for behavior, playing a game.

Have a class picnic or other class project. List the tasks to prepare for the activity, including what each child will do. After the project is completed, review how each child helped to make it a success.

Read stories, show films and talk about the importance of the family in providing care for children and the importance of the child in the family.

Invite, if possible, a block parent to talk about his/her role and responsibility as a block parent.

NOTE: Different cultural groups have their own special celebrations and/or holidays. Some features of these should be included in the social studies content of the program at this and other levels, the selection being based on the cultures represented in the school. Activities similar to those given below may be developed.

4. To state ways families enjoy themselves (e.g., picnic, special day, special events).

Have children bring in or make pictures of families having fun.

Read to the children or have them read or tell stories about a family on a picnic, camping, at the beach, celebrating a special event. Explore different aspects of "fun" and "sharing".

Have the children become aware of the meaning of some special occasions through a variety of activities. (Because there can be many special occasions, teachers will need to use discretion

OBJECTIVE

as to which ones to develop. Further work will be done on special celebrations and holidays at the Grade 2 level. The more obvious occasions are birthdays, Hallowe'en, Valentines Day. Other occasions such as Christmas, Jewish New Year, etc. need to be considered in light of the ethnic origins of the students in the classroom.

Skills:
Understanding Time
(IV)

Activities might include:

Identify on the calendar the appropriate day and date of various special occasions.
Note activities taking place at home, in the stores, in preparation for an occasion.
Talk about what is seen and heard on television and radio in reference to the occasion.
Make suitable cards, decorations, gifts.
Have a party to celebrate the event.
Sing songs, read stories, tell stories about the event.
Collect used cards relating to the event and make a bulletin board display or collage.
Bake and eat a cake or other special food in honor of the special event.
Talk about reasons for the event.
Invite older people to tell how they celebrated the event when they were younger and discuss how celebrations have changed.
View a filmstrip or film on the event.
Develop a series of experience charts relating to different special events.

OBJECTIVE

NOTE: This unit will provide children with the opportunity of considering the basic needs of food, shelter, clothing, and the human need of love. Each of these needs might be developed separately and then considered together with the others. There are many activities given; teachers should select the most appropriate ones for their pupils.

1. To identify needs all children have.

Food

In developing the understanding of food as a basic need, numerous activities are possible. Children might:

- Make picture charts of their favorite foods. Discuss how different families and people enjoy different foods.
- Make a list of foods they eat.
- Tell why they eat particular foods.
- Discuss foods they need and foods they do not need.
- Identify "healthy foods". Make a chart.
- Discuss foods that their pets eat; other animals eat. Are these "healthy foods"?
- Develop picture charts showing foods animals eat.

Shelter

Shared skills:
Interpreting Pictures (III)

Similarly, activities on shelter might include having the children:

- Make pictures of their home (apartment, mobile home, house).
- Describe their home.
- Chart the different kinds of homes the pupils of the class live in (large, small, one-storey, two-storey, duplex, apartment).
- Take a walk around the block, community, along the road, and examine the different kinds of houses.
- Talk about other homes they have visited, read about or heard about.
- Discuss why we have homes (need for shelter).
- Bring in pictures and make a bulletin board display showing different kinds of shelters (cave, lean-to, tent, houseboat, log cabin, etc.).
- Look at pictures of animals' homes, discuss what they are made of and why, how the home shelters the animal.
- Make pictures or models of animal homes.

With the children's help, set up a picture display showing animal homes in their physical environment (e.g., a bird's nest in a tree, burrow in the ground, a beaver's den in the water, etc.).

Some children might:

- Make models of different kinds of shelter.
- Bring in pieces or collect pictures of materials used in building a house; talk about what each is used for.
- Visit a construction (house, apartment) site; watch the people at work; observe what they are doing; talk to the workmen (make sure you have permission first); tell the class what they learned.

OBJECTIVE

Clothing

Similarly, a variety of activities can be carried out in relation to clothing.

Family Relationships

Activities related to family relationships include the following:

- Have the children draw pictures of animals caring for their young; of parents/guardians/other adults caring for their children.
- Have the pupils collect pictures depicting expressions or actions that show love of family members for each other.
- Using role-playing, have the children demonstrate caring, sharing.
- Have each pupil make a poster: Love is _____.

Develop experience charts based on meeting needs of food, shelter, clothing, family relationships.

NOTE: In developing this objective, activities from Objective 1 and those given below should prove very helpful.

2. To understand that needs are met in different ways.

Shared Skills:
Interpreting pictures, charts (III)

Food

Have the pupils:

- Make a list of foods grown in the local district.
- Talk about different ways of obtaining food - growing, buying from a store, etc.
- Develop a series of charts, using pictures, to show how different foods are obtained.
- Tell why some foods may be more readily available in some seasons than in others.
- Talk about foods grown in or available in Canada; in a cold climate; warm (hot) climate.
- Identify, using selected pictures (e.g., *One World Discussion Pictures*), some foods eaten by various ethnic groups.
- Collect labels from cans, packages, etc. and classify whether produced or packaged "in Canada".
- Bring in samples of various foods and talk about them in terms of the above activities. Sample the foods.

Shelter

Have the pupils:

- Talk about different types of shelter - houses, apartments, trailers, caves, straw houses.
- Talk about how the physical environment (e.g., forest, desert, sea) can affect the type of house which is built.
- Develop a series of charts showing shelters found in rural areas, city areas; in hot countries, cold areas, etc.
- Read or tell stories which illustrate different kinds of homes (e.g., living in tree house, living on a houseboat or river barge. living in a tent).

OBJECTIVE

Talk about the types of homes which might be found in a cold climate, warm (hot) climate.
Using selected pictures, identify different kinds of homes used by various ethnic groups (e.g., *One World Discussion Pictures*).
Set up a display of various types of shelters. These might be grouped according to climate.

Clothing

Have the pupils:
Suggest where clothing comes from - made by mothers, bought in store, ordered from catalogue, etc.
Find out if any clothing is manufactured or produced locally.
Develop a series of charts showing clothing for wet weather, hot temperatures, camping, etc.
Identify through reading stories, viewing films, and other classroom resources, different kinds of clothing worn by people of other ethnic groups.
Set up a display of various types of clothing. These might be grouped according to the four seasons of the year.
Have the pupils bring in a variety of pictures of different types of foods, shelters and clothing; classify the pictures under these three headings and discuss each picture in terms of the need it is meeting.

Love and Companionship

Have the children:
List ways in which a family may provide kindness.
Make a story in picture form showing a family doing kindly deeds.
Draw pictures, make a class experience chart or role-play ways in which a family may provide love and companionship to its family members.
Make a bulletin board display of pictures showing families providing love and companionship for themselves and for others.

Show children pictures of young animals, birds, fish and children, and have them suggest needs similar to those of the children. Who provides for these needs?

3. To identify the differences between needs and wants.

List (through a brainstorming activity) the things children like. Talk about each one and identify needs and wants. What is the difference? (Needs are essential in order to live.) Classify, in a group activity, needs and wants.

Have the children record all the food they eat on a particular day. Which are needs? Wants?

Shared Skills: Interpreting pictures, charts (III)

Give the children a list of foods or labels from foods to identify those they *need*. Why do they need them? What are the others? (wants). Why are they not considered needs?

Hold a brief discussion on "good food" rules. Make a chart to illustrate. Watch several of the *Turtle Soup* ETV programs. Discuss. Have the children try to follow "good food" rules for the week.

OBJECTIVE

Give the children pictures of different kinds of homes. Classify according to needed (e.g., permanent home), not needed (e.g., vacation home). (Keep in mind that a temporary shelter may be needed under certain circumstances.) Talk about items in the home. What do they consider needed? Not needed?

Skills:
Understanding Time
(IV.A.5.)

List, with the children's help, clothing needed for summer, winter, rainy days, special occasions. What is considered needed, not needed?

Have the children sort pictures under main headings - "wants" and "needs", with sub-heading "weather" (e.g., snowy weather - warm cloth coat, fur coat; hot summer day - ice cream, drink of water).

Present the children with various pictures including items of food, shelter, clothing. Include needed and not-needed items. Have children classify these according to needed and not-needed. Discuss. Might some items be needed by one group of people and not needed by another (snowmobile)?

Children can collect pictures and make a chart or charts, grouping the pictures in terms of needs and wants. Have them explain their choices.

Discuss ways various organizations help people (e.g., Red Cross, UNICEF, Salvation Army). Perhaps a representative from one of these organizations might visit the class.

If permitted, a penny parade, fudge sale, bottle drive, or something similar might be held to raise money for a local adopted cause from the Red Cross, UNICEF, or similar group. Participate in UNICEF Hallowe'en activities.

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OBJECTIVE

Activities relating to Unit II, Primary Level, which were not undertaken then should be done now. You may wish to re-do some of the activities.

1. To help children become more comfortable in their classroom setting.

Have the children make a picture of themselves. Arrange these pictures into a pictograph of boys and girls. You may wish to record the findings (of the pictograph) on an experience chart.

Have the children walk around the classroom and examine the windows, doors, cupboards, desks, etc. Talk with the children about the various things they see - location, size, color, and particularly, use.

Skills:
Interpreting maps (III.B.1.)

Make appropriate labels, e.g., "Our shelf for story books", "Paint supply cupboard". Have children help word some of the labels.

Have the children talk about the layout of their room. Is it arranged in the best way or can the arrangement be improved? Have the children talk about the effects the changes would have on them. (This links directly to the first activity in Objective 2).

Make a large simple map of the classroom. Have the children make small pictures of themselves and place them and their name on the map on the appropriate items (desk, table, storage area) assigned to them for use and care.

2. To help children become more comfortable in their school setting.

Perhaps the children, with your help, might make a model of their classroom. Make a simple floor plan on newsprint, mount it on a suitable backing (heavy cardboard, suitable wallboard, or cork board, other suitable material). Mark on the plan those features which cannot be changed (e.g., windows, doors). Have the children make suitable furniture (out of boxes, heavy construction paper, wooden blocks) and arrange the furniture into different patterns. Have them talk about each arrangement. (Perhaps the classroom itself needs re-arranging).

Skills:
Interpreting maps (III.B.1.)
Using small objects (III.C.1.)

Take the children to a specific area of the school, such as the library or resource room. Have them note the directions they take and distances (e.g., right, left, number of doors passed, number of steps) to the room. Show them around the room. Have the "person in charge" talk to the children and respond to questions from them. Let the children spend time examining the various materials. Which appeal to them the most? Repeat this activity for other important areas of the school.

Shared Skills:
Working with others (IV)

Make a large simple map of the school. Label the various rooms, and other important areas. Have the children talk about the function of each of these. Have them suggest how to get to and from the various areas.

Have various school personnel visit the classroom. Have each one talk about what he/she does, and if applicable, bring one or two items representing what he/she does. Have the children ask questions about the work performed by the person.

OBJECTIVE

Following visits from school personnel, have the children talk about the work of the various persons. They might also make a display of pictures of the secretary at work, principal, school nurse....Children might also role-play various activities of the school personnel.

Have the children talk about the class and the school as a kind of family unit.

Have the children make a class scrapbook about the school.

Talk with the children about the importance of *each* person in the school.

Project Five to Nine and *The World of Me*, Unit 2 give a number of interesting activities relating to school. You might be interested in trying the Triangle game or Orienteering game in *Project Five to Nine* or the activities on map interpretation in *The World of Me*.

OBJECTIVE

NOTE: The more visible workers in the neighborhood (e.g., those affecting large numbers of people) should be considered at this time; e.g., storekeeper, milkman, postman, policeman, Mountie, crossing guard, fireman. The study of various jobs will be broadened in Unit II of Grade 2 level.

Teachers will be aware or the children will make them aware that the immediate neighborhoods of the children in any classroom may differ in some ways. These differences may call for adjustment in some activities and will provide good discussion points in others.

1. To identify some of the people who provide neighborhood services.

Develop the idea of what a neighborhood helper (worker) is by using selected pictures from such materials as *One World Discussion Pictures* or *Discussion Motivators*, or pictures from magazines. Talk about the jobs of parents/guardians and other people in a neighborhood. List the kinds of workers in a neighborhood. Dramatize the jobs and have other children guess the kind of work they are imitating.

Skills:
Using small objects (III.C.1.)

Have the children view a film or filmstrip showing people at work in a neighborhood.

Read the children stories, both fiction and non-fiction, about workers in the neighborhood. Role-play situations where children can play the part of neighborhood workers.

Make puppets and have children use them to act out roles as workers in the neighborhood.

Shared Skills:
Interpreting pictures, charts (III)

Have the children make a mural which represents the workers in their neighborhood.

Working with others (IV)

Have the children demonstrate how they can show courtesy toward neighborhood workers.

Have the children make booklets of various workers in the neighborhood. They can create their own pictures, and with teacher help in some cases, add a sentence of explanation of each worker's role.

Have the children prepare for another class, a puppet show which illustrates tasks and contributions of various workers to a neighborhood.

Have the children make a fire engine, police car or milk truck of cardboard boxes. Role-play a situation using these items, separately or together.

Teachers might have some pupils undertake further activities relating to different kinds of jobs such as those given in Unit 6 of *The World of Me* or other resources at hand.

Where possible, take the children on a visit to a police station, fire station, dairy. Have them talk to the people and have the children make a mural, scrapbook, storybook, as a follow up. (See "Learning about Community" services in *Project Five to Nine*).

OBJECTIVE

2. To identify different kinds of neighborhoods and some of the people in these neighborhoods.

Skills:
Interpreting maps (III.A.1., B.1.)

NOTE: Teachers may wish to leave the mapping activities which follow until Grade 2 or 3 level.

Begin co-operatively, a map of the school and its immediate physical surroundings. With the help of the pupils, label the important areas (school, playground, road/street, nearby buildings (if applicable), etc.). As the field trips indicated below are undertaken, the maps can be enlarged to include the information learned about the different kinds of neighborhoods which are near the school.

Identify north on the above map. Talk with the children about the four points of north, south, east and west. Help them relate to east and west (rising and setting of the sun), and then to north and south. Have them identify their own neighborhood (or community) in terms of north, south, east and west using the school as the focal point.

NOTE: Children of both city and non-city areas should be given the opportunity to learn about areas different from their own. As the objective develops, some activities will come from actual experiences; others will come from resources such as pictures and visitors.

Take the children on a series of walking field trips to study the various neighborhoods near the school. The initial walk could help the children note the address of the school; nearby houses or buildings; the presence or absence of trees, grass, people, animals, etc. A second walk might be to a specific street, block, nearby park. Allow time for observation, discussion, sketching. Other useful suggestions for developing this activity are given in resources such as *The World of Me* (Unit 3) and *Project Five to Nine* ("Exploring the Community 1: Block Study" and "Exploring the Community 2: Block Study").

City Neighborhood

In addition to activities which might have been undertaken in connection with the field trips mentioned above, have the children:

Do a population study; find out how many people live in a particular building, block.
Make a three-dimensional model of a particular street or block.
Record the sounds in a particular area: traffic, people, animals, construction.
Interview people in an area to find out how long they have lived in the area; from where they came; their feelings about living in the city.
Identify areas for fun and recreation. Make a chart to show the findings.

(*Project Five to Nine* and *The World of Me*, Unit 4, contain useful activities relating to city neighborhoods. Other similar resources are also useful.)

OBJECTIVE

Farm, Town and Other Neighborhoods

Similarly, the children living in a non-urban environment might undertake studies relating to a farming or fishing neighborhood, suburban neighborhood, or other non-urban location. Activities relating to farms might include having the children:

- Share their information about farms and farm life.
- Set up a model farm.
- Visit a farm.
- Make charts of farm animals.
- Collect pictures of farming activities.
- Identify, from pictures, different types of farming.
- Identify the various people who work on farms.
- Make booklets about farm animals, farm life, farm products.
- View films and filmstrips about farm life.

(*The World of Me*, Unit 7 has a number of interesting activities about farm (and other non-urban) neighborhoods. Other similar resources may be used.)

3. To help children begin to understand that neighborhoods change.

Skills:
Understanding time and chronology (IV.B.)

Talk with the children about changes they have noticed; e.g., changing weather, egg to chicken, baby to small child, new building on vacant lot, new highway over farmland or through a forest area.

Have the children find out in what town or city they were born. Classify, with the children, under the following headings: children born in our town or area, children born in other towns or areas. Poll the class to find out how many children have lived in the same house since their birth. Have the children who have moved tell orally, through pictures, or in written form, how they moved to their present home. Did their moving cause a change?

Have the children look through magazines for pictures to illustrate changes in neighborhoods.

If construction is going on in an area near the school, have the children make a mural or keep a diary over a period of several weeks or months, to illustrate the changes which are happening.

Have the children undertake additional activities relating to what change is, and changes in the neighborhood (as suggested in Unit 8 of *The World of Me* or similar resource).

OBJECTIVE

NOTE: Activities from Unit V, Primary Level, which were not undertaken, should be done as part of this unit.

1. To display examples of good manners.

Shared Skills: Working with others (IV)

Make a class chart of good manner words - "please", "thank you", "hello", etc. Have the children through role-playing, give examples of when to use "please", "thank you", etc.

Using "good manners" posters, have the children develop stories related to the use of good manners. Have them role-play a dinner (or have a real meal) and display proper table manners.

Have the pupils make a list of rules which should be followed when company comes.

Have the children discuss and practice appropriate manners if children eat lunch at school.

Children can dramatize or practice the proper way to answer the telephone. Provide many opportunities through role-playing games, etc.

Have the children tell rules their parents have set down for them and discuss reasons for such rules.

2. To name some rules that might be imposed by a family and to identify the benefits that might result.

Shared Skills: Working with others (IV)

Discuss the rules imposed by a family for behavior, cleanliness, bedtime, duties, manners, and safety. Have the children share their family rules.

Have the pupils role-play to illustrate various family rules. Have other children guess the rules.

Have the children develop charts of family rules for safety at home, at play, in the streets, at school, to and from school.

Have the pupils talk about why rules are made, and what happens when rules are not followed.

Have some pupils role-play for other classes, various safety rules.

Have the children decide what actions may be appropriate when a particular rule is broken.

Have the children talk about or draw or write what their family life would be like if there were no rules imposed.

Using open-ended situations relating to rules - What would happen if....? - have the children talk about the situation.

Have the children draw or find and discuss pictures that show where safety and good sense were used and where they were not used.

GRADE 2 LEVEL - COMMUNITIES

During Primary and Grade 1 levels, the children's knowledge about themselves grows as they become more knowledgeable about other children, and this knowledge increases the children's understanding of their families and the families of other cultural groups. In the first two years, the child's school, home and neighborhood have been considered, these forming aspects of the community. The Grade 2 level provides the opportunity to take a more detailed look at the child's community, at the communities from which other children in the class come (this is particularly applicable in rural and district schools), and at selected communities in other areas.

Community studies at this point should be kept on a very simplified basis. However, the children should be exposed to selected aspects of knowledge about various kinds of communities; e.g., fishing, farming, mining, lumbering. The interests, needs and abilities of the children within the class, as well as the resources available, will help to determine the communities studied.

Because the community studies actually extend over several years, it is not necessary, nor is it desirable, to learn all there is to learn about a particular community at this level. The Local Studies* guide gives teachers suggestions about community studies over a period of time.

Teachers might also consider having the whole class do several studies together and then selected individuals, or preferably small groups, do additional selected studies.

Time Framework

See note, page 26.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, pages 42-3 list those skills to be taught as a part of the Grade 2 program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

belonging	communication	laws	similarities
celebrations	differences	mobility	transportation
community	goods and services	moving	
co-operation	groups	rules/laws	

*_Local Studies Teaching Suggestions_ (Primary-Grade 12), Nova Scotia Department of Education, 1977.

GRADE 2 LEVEL - COMMUNITY/COMMUNITIES

Units and Objectives

Unit I - What is a community?

1. To understand that a community is a group of people living and working together.
2. To state several ways in which the child's community is like and different from other communities.
3. To name several rules that make the community a better place in which to work and live and to explain possible consequences of not having rules in the community.

Unit II - How do people in a community earn their living?

1. To identify people who serve the community and to explain possible consequences of doing without each.
2. To understand that some workers remain in the community, some leave the community, some come into the community to do their work.
3. To show appreciation of and respect for all people who work in a community.

Unit III - How do people "belong" to a community?

1. To identify some reasons people live where they live.
2. To identify some changes (e.g., advantages and/or difficulties) which might be experienced when a child moves from one community to another and to suggest ways of helping the new child adjust.
3. To name and locate the child's community, neighboring communities, nearest town and city communities, province and country, and to identify provincial and national flags.

Unit IV - How do people and communities celebrate special days/holidays?

1. To name special days and to know why they are celebrated.

Unit V - How do communities depend on each other?

1. To know how we find out what is happening in other communities.
2. To identify some goods which move into and out of the community and to explain several ways in which one community may depend on another.
3. To identify some of the means of transportation used between selected communities in Canada, in other parts of the world. (OPTIONAL)

SKILLS FOR LATE PRIMARY*

I. Reading social studies materials
- A. Understand social studies terms
- ...B. Learn abbreviations used in social studies

II. Applying problem-solving and critical-thinking skills
- A. Recognize that a problem exists
- ...B. Define the problem
- C. Review known information
- D. Plan how to study problem
- E. Locate, gather, and organize information
- ...G. Summarize and draw tentative conclusions
- H. Recognize need to change conclusions when warranted
- ...I. Recognize areas for further study

III. Interpreting maps and globes
- A. Orient the map and note directions
  1. Describe relative locations (near, far, right, left, over, under, back, front)
  2. Use cardinal directions
  3. Use intermediate directions
  4. Use cardinal and intermediate directions in working with maps
- B. Locate places on maps
  1. Draw and use large scale picture maps for familiar areas
  2. Locate a place on a simple map
  3. Follow directions using large maps on classroom floor
  4. Recognize one's city, town, etc., on map or globe
  5. Identify the globe as a small model of the earth
  6. Recognize major land and water forms
  7. Locate places where relatives or friends live
  - ...12. Use map vocabulary and key
  21. Make sketch maps to show location
- C. Use scale and compute distances
  1. Use small objects to represent large ones
  2. Make and use large scale maps for familiar areas
- D. Interpret map symbols and visualize what they represent
  1. Understand that real objects can be represented by pictures or symbols
  2. Learn to use legends
  - 3.4. Identify map symbols for man-made features, land forms and water forms

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6 . Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

IV. Understanding time and chronology

A. Understand time system and calendar

1. Learn to tell time
2. Use names of the days of the week in order
3. Use names of the months in sequence
4. Use calendar to find dates of special events
5. Associate seasons with particular months

...6a. Use definite time periods

6b. Use indefinite time concepts

B. Understand chronological events and differences in duration of time periods

1. Recognize sequence and chronology in personal experiences
2. Learn to arrange personal experiences in order
3. Learn to figure length of time between two dates

Shared skills from
I - locating information
II - evaluating information
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for late primary

PLEASE READ INTRODUCTORY PAGES BEFORE STARTING UNITS

UNIT I - What is a community?

OBJECTIVE

NOTE: There are many ways that a child can gain an understanding of a community. The important thing to remember is that it is *their understanding*, not the teacher's. The teacher's job is to expose the students to as many different aspects of the community as possible. Similarities should be emphasized first. See note on page 137. Community studies form a major portion of the Grades 2 and 3 level social studies, with the later studies building from the former.

In developing community studies, teachers might select the largest community in areas where the school serves a number of different communities. Activities similar to those in Unit IV of Grade 1 level may be used to discover information about buildings, roads and routes, types of transportation and communication, types of protection, health services, industries and stores, workers and other people, government, rules and laws.

Teachers will find the activities in *Rivervale* and "Everybody's Community" from *Canadian Communities* very useful for this objective. Also those activities from Unit 1 of *Beaver Hill*. Other resources may also be used.

A good way to begin this unit is to examine the school as a community. Review, starting with the students' contribution and the school personnel. Discuss how they help each other. Develop an understanding of the effect of actions by individuals or groups on the whole school community or other individuals or groups within it.

Review Unit IV of Grade 1 level with the children. Undertake some of the activities which were not done or re-do with changed emphasis or suitable extensions some of those which were done.

1. To understand that a community is a group of people living and working together.

Pupils could make a pictorial chart of a selected area showing the numbers and varieties of houses, stores, and other buildings such as firehalls, hospitals, churches, parks.

Small groups of pupils could be assigned a particular area to observe (e.g., their route to school, a city block, shopping center), and report to the class on what they saw in terms of buildings, signs, stop lights, etc. How do these various items help people?

Skills:
Problem-solving (II.E., G.)
Interpreting maps (II.C.1)

Using a simple camera, pupils, with teacher assistance, might take pictures of various buildings and other objects in a nearby area. These could be placed later on a drawing representing the street or road. The pictures should be placed in order and relative distances and directions should be approximately correct to the extent possible. (If a camera is not available, the children could make appropriate drawings). Use the information learned to find out how the people in this area live and work together.

Shared Skills:
Locating information (I.B.3.)

OBJECTIVE	
	Some children might undertake a special study on an animal community - ant colony, mouse family, rabbit family; notice how they work together and help each other. Perhaps someone has an ant colony under glass which could be brought to class and observed. Have the children share stories, make a mural, set up a bulletin board display showing scenes of animals in their environment helping themselves and others (pets at home, wild life park, zoo). Some of the children might undertake some or all of the activities relating to animals and their environment: animals near and far; Canadian animals; animals around the world as given in resources such as *The World of Me*, Unit 9.
2. To state several ways in which the child's community is like and different from other communities.	When pupils have considered their own community, they should look at other nearby communities. How are they the same? Different? In areas where the school serves a variety of communities, the job is relatively simple. Make sure that full advantage is taken of this. Pupils should be able to discuss the communities as to location, buildings, ways of transportation, workers, resources. (See note at beginning of unit). Have a visitor from another community talk to the children about life in the visitor's community.
Shared Skills: Evaluating information (III)	Have the children make a class scrapbook about their community (or several scrapbooks if more than one community is involved) and exchange with children in another community. Set up a large chart and with the children's help, compare selected aspects of two or more communities. Keep the chart very simple.
3. To name several rules that make the community a better place in which to work and live and to explain possible consequences of not having rules in the community.	Review safety rules studied in Unit V, Primary Level and Unit V of Grade 1 level. Have the pupils discuss the need for school rules and the necessity for observing them. In small groups, have them draw up and prepare lists of school rules. Have the pupils make murals representing rules that apply just for certain seasons - baseball season, snowball season.
Skills: Problem-solving (II)	Help the children to learn through the use of newspapers, discussion, and field trips that communities have rules that apply to everyone and these are called laws (e.g., riding bicycles, throwing stones, using cross walks, obeying policemen, attending schools).
Shared Skills: Working with others (IV)	Ask resource persons from the school (principal, school nurse), the Department of Highways, the R.C.M.P., or a crossing guard to visit the class to talk about rules and laws of safety and the role of children in obeying these rules. Have the children view filmstrips and films on community safety. Have them talk about, dramatize or write about what they have seen.

OBJECTIVE

Have the children name laws that are applicable in the community in various situations (e.g., fire, parking of cars, accident, and stoplights).

Have the children play different games, changing the rules occasionally. Children should see the need for obeying rules (e.g., *Kindle* - "Figuring Things Out").

Discuss the possible consequences if rules/laws are not followed at home, at school, in the community. Have the children role-play different situations to show what happens when people do and do not obey the rules/laws.

Through brainstorming, have the children suggest rules people must follow when attending community events such as a concert or a parade.

Pupils might make a mural showing different rules/laws being kept.

Have some pupils talk with the Grade 1 level children about school rules and why they should obey them.

OBJECTIVE

1. To identify people who serve the community and to explain possible consequences of doing without each.

Skills:
Problem-solving (II)

NOTE: Begin this unit by reviewing Unit I, Objective 1

Have the children make lists of all the different workers in the community. You could begin this by having some of the children volunteer to give you the different types of work some of the adults in the family do. Discuss the different jobs these workers perform, and why each is important.

Have the class make a graph which illustrates the variety of workers (e.g., teachers, storekeepers, service station attendants, farmers, etc.) in the children's families.

Children could:
Role-play some of these workers to show the type of work they do.
Interview some of the workers to find out what they do.
Invite some community workers to come to the class to tell what they do.

Children could discuss and perhaps dramatize what it might be like in a community without certain workers and their services.

The class might wish to do a more detailed study of one particular aspect of the community - e.g., supermarket, hospital (Unit 4 of *Beaver Hill*), airport - to identify some of the people involved, the activities carried on,,and what the possible consequences might be if this aspect were not available to the community.

2. To understand that some workers remain in the community, some leave the community, some come into the community to do their work.

Skills:
Interpreting maps (III.B.)
Understanding time and chronology (IV)

Have the children examine several pictures which show (a) people leaving a community, (b) coming into an urban area, (c) coming into a community. Have them suggest what is happening and why.

Show the children a film or filmstrip which illustrates the movement of people to and from their work. Tell about what is happening.

Have the children talk about where they go when they go on family outings. Do they leave the community? Go to another community? Do other people come to visit them for a family outing?

Have the children undertake additional activities relating to suburban neighborhoods: people who leave the neighborhood, people who come to the neighborhood, as discussed in a resource such as *The World of Me*, Unit 5.

Building on Objective 1, have the children identify:
(a) those jobs done by adults who work in their home/neighborhood/community.
(b) those jobs done by people who come into the community.
(c) those jobs done by people who leave the community to work.
Make three charts, one to illustrate each of (a), (b), and (c) above.

Have each child illustrate a worker or group of workers doing a job. (Make sure each job location, i.e., (a), (b), (c), above, is represented). Arrange the pictures into three displays.

OBJECTIVE	
	Arrange a felt board or other display of community workers. Have the children group the figures to show those who remain in the community to work and those who leave the community. Have the children create a story around these figures.
	Make a simple map of the community and have the children mark on it the routes taken by people coming into the community to work and routes taken by those leaving the community to work.
	Have the children, using a street or road map, pretend to be workers and have them trace the routes the workers might take (postman, fireman, nurse, teacher, ambulance driver, pilot, bus driver, etc.). Do they stay in the community, leave the community, come to the community?
	Have the children suggest and identify reasons why people might go to another community to work.
	Have the children role-play experiences that happen when a family moves from one place to another because of job opportunities.
3. To show appreciation of and respect for all people who work in a community.	If not done previously, have some community workers come to the class to talk about their work. Why is their work important to the community?
	Have the children suggest why some people work at one job while others work at different jobs.
	Have the children make and use finger puppets to dramatize the jobs done by various community workers.
	In a pantomime, have the students show how one group of workers is dependent on another (e.g., storekeeper and the milkman, bread man, etc., the driver and the gas station attendant).
	Have the children tell about jobs they have done in the community. Make a list on the board.
	Have the children draw and write about the community helper they would like to be.

OBJECTIVE

1. To identify some reasons people live where they live.

Have children talk to the adults in their family to find out why they live where they live (family lived there, parents moved in because of job(s) available, etc.). Children can also talk to adults, other than family members, to find out why they live in the community. When the information has been gathered, have the pupils discuss it. Make a graph showing reasons why the people live in the community.

Have the children suggest reasons why relatives and friends live in various places.

Have the children use pictures, such as those from the *One World Discussion Pictures*, or similar resource, to suggest reasons why various groups of people live in various people.

2. To identify some changes (e.g., advantages and/or difficulties) which might be experienced when a child moves from one community to another and to suggest ways of helping the new child adjust.

Find out if any children have moved from one community to another. Who were the first people they saw? Who were the first children? What was the first thing they did? Call on volunteers to tell them how they felt in their new community. How did they make their first friend in the community?

Have the children make suggestions on how to make friends.

Have the children draw pictures showing how they might welcome a newcomer to the community.

Have some children role-play the welcoming of a newcomer to the class and to the community.

Using materials such as DUSO, use activities which focus on the adjustment which new pupils make when moving into a new school.

Read or have read a story on moving (from a book such as *Beaver Hill: The Brambles* (Unit 1) or other resources). Have the pupils discuss the feelings of the children involved as well as their own moving experiences and how important it is to make others feel welcome in the community.

Form a "Welcome Wagon" type organization within the class to help new pupils feel welcome and comfortable.

Have the children write a story - "How would I feel if I moved to.....?".

3. To name and locate the child's community, neighboring communities, nearest town and city communities, province and country, and to identify provincial and national flags.

Locate these communities as indicated in the objective on a large county map. Identify these by using appropriately labeled pins.

Develop a class map of the province. This can be done out of styrofoam. Stick labeled pins into the appropriate places to locate the communities from which the pupils come, the nearest town, nearest city. (If the school is in a city or town, use a city or town map; then use the provincial map. Teachers may wish to broaden this activity to include other places).

Skills:
Interpreting maps (III.B.)

OBJECTIVE

Give the pupils a simplified map of the province with places indicated. Using this as a basis, make up a game and have the pupils follow the direction (e.g., "put an X on the name of the nearest town to your community"; "circle the name of the nearest city", etc.).

Make up a word puzzle using the names of various communities which are familiar to the children.

Show them several flags. Have them pick out the provincial and national flags.

Have the pupils draw and color or paint the provincial flag and national flag.

OBJECTIVE

1. To name special days and to know why they are celebrated.

Skills:
Understanding time and chronology (IV.A.)

NOTE: The children may have undertaken some activities relating to this topic (Unit I, Objective 4, Primary Level).

Show a film on a special holiday celebration (e.g., Canada's birthday). Talk about the film, and compare what it shows to the children's own experiences or a celebration of years ago.

As each holiday appears, it could be discussed according to (a) its (historical) origin, (b) why it was established, (c) how it has changed over the years, (d) why it is local, regional, national or international, and (e) what customs go with it. (The number and kinds of activities relating to these holidays will depend on the resources available, the level of the children, and the ethnic backgrounds of the children. Every attempt should be made to recognize special ethnic celebrations.)

Have the children:
- Read stories about the holiday/celebration.
- Make murals or collages.
- Make a bulletin board display.
- Participate in school and/or community celebrations relating to the day.

Create a special celebration in the classroom (e.g., arrival of spring, new pet, etc.). Have the children undertake activities relating to this day.

Using a book such as UNICEF's *Festival Book* or Unit 8 of *Beaver Hill* - "A Japanese Festival", have the children talk about the many and varied types of holidays in different lands. Compare with our own. Dramatize the celebration. Use a globe or map and locate these countries. Discuss how one gets there and how one has to travel to get there.

Prepare a special art display or musical concert in celebration of a special event or holiday. Share it with others.

Have the children make holiday-related gifts for parents/guardians out of clay, plaster, paper mache, other craft materials.

OBJECTIVE

1. To know how we find out what is happening in other communities.

Skills:
Problem-solving (II)

Shared Skills:
Locating information (I.A.)

Bring in a newspaper and magazine, and if possible, a telephone, telegraph set, radio, walkie talkie, television, or similar item of communication (toy ones will do if the real items are not available). Have the children talk about different ways these items help us to find out what is happening in a particular area, in the province, country, world. Have the children make a collage using pictures of these items.

Have the children talk about other ways of communication - word of mouth, drums, flags, smoke signals, others. Have some of the children demonstrate these ways of communications.

View and share with the children filmstrips on signs, symbols, listening, and non-verbal communication from such resources as *Kindle*, Unit 5 and *Home Safe Home* kit.

With the children, follow a particular news story of interest to them over a period of several days or a week. Use as many different ways as possible of finding out about the topic. Make a day to day record of the information learned - what information and from what source.

Have groups of children dramatize a news broadcast, selecting the items which tell about events in other communities. This dramatization may be in the form of a television news broadcast or it may focus in greater detail on several selected news items.

Assist children in making their own newspaper, including items happening in the school and neighborhood(s). (*Learning from Newspapers* has many useful suggestions for using the newspaper. Also, *Beaver Hill*, Unit 2 tells about visiting a newspaper office and explains the various parts of the newspaper.)

Have the children read or make up stories about ways of collecting news.

Have the children exchange student-made news sheets or cassette tapes containing news with another class in the school, a class in another school, another community.

2. To identify some goods which move into and out of the community and to explain several ways in which one community may depend on another.

Shared Skills:
Evaluating information (II.B.)

Review the needs of a family with the class. How are these met? (Unit II, Grade 1 level).

Based on the above, but expanded, have the children talk about the needs of the community and how these needs are met.

Have the pupils make a class list of different places where families can and do buy food and clothing.

Divide the class into groups and have each group record the products bought in the community and those bought outside. Of these products bought in the community, have the children try to identify which products were grown or made there.

Make two charts. Label one "Products Grown or Made in the Community". Label the other "Products Brought into the Community". Have the students collect or draw appropriate pictures for each chart. Samples of articles may be used if available.

OBJECTIVE

Show filmstrips or films on the transporting of goods. Have the children talk about what goods come from where.

Collectively, make a bulletin board display. In the center area, representing the community, place pictures or articles of those products grown or made in the community. Using one color of yarns, stretching from the center to different points (representing other communities/town/cities), identify products which are sent out of the community. Using a second color of yarn, stretching from outside points to the center, identify products which come into the community.

Have resource people come in to talk about the movement of goods in and out of the area - milk, bread, apples, other products. Have the children make charts, murals, or booklets to illustrate the movement of goods.

Talk about other ways one community may help another, e.g., fire protection.

NOTE: Mapping activities which follow might be included with Unit II, Grade 3 level.

3. To identify some of the means of transportation used between selected communities, in Canada, in other parts of the world. (OPTIONAL)

Have the children examine a number of items, such as a toy car, toy airplane, a doll or stuffed animal, doll furniture, and a globe. Help the pupils to understand that these items are models of the "real thing".

Show the pupils a map of the world, e.g., Activity Print 8 from Unit 9 of *The World of Me* or similar map. Have the children identify the land and water areas.

Talk with the children about various ways of travelling across land, across water. What are some of the advantages and disadvantages of these ways of travelling?

Develop a class mural depicting ways of travelling from one place to another. Have the children show how the various systems are linked.

(Have children look at maps of Nova Scotia, Canada, the world.) Have the children identify some of the main ways of travel - roads, railways, boats, planes. Why are some methods used and not others (e.g., distance, water, etc.) in moving from certain places to other places?

Have the children suggest ways a certain product could be transported from one map or globe location to their own community (e.g., television from Japan).

If available, Unit 6 of *Beaver Hill* might be a useful activity for helping the pupils understand how an airport operates and how various people work together to link one part of the world with another. Other resources of this nature may also be used.

GRADE 3 LEVEL - CANADIAN COMMUNITIES

The focus of Grade 3 level social studies is two-fold - map and globe skills and Canadian communities.

Although a few map and globe skills have been introduced prior to the Grade 3 level, the separate unit on map and globe skills included at this grade level will provide teachers with the opportunity of focusing on this particular area for a period of time. The objectives developed and the activities undertaken are applicable to other units and other grade levels. Henceforth, mapping activities should form a part of almost every unit of study.

The second focus is that of Canadian communities. Using knowledge gained through earlier community studies, pupils can now examine a variety of communities throughout Canada, and they can begin to apply more directly some of the map and globe skills learned earlier in the year.

Time Framework

See note page 26.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, pages 55-56 list those skills to be taught as a part of the Grade 3 program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

differences
direction
globe
land
location
map symbols
production
protection
roles
services
similarities
social relationships
spatial interaction

GRADE 3 LEVEL - CANADIAN COMMUNITIES

Units and Objectives

Unit I - What is a community? (continuation)

1. To be familiar with the different aspects which are needed to make a community - physical environment, social relationships, work and income opportunities, institutions, services.
2. To identify various ways the people of a community satisfy their basic needs.
3. To explain the effects aspects of the given environment (e.g., natural resources or climate, location) may have on the ways people satisfy their physical needs.
4. To recognize that shared activities are an important need of all people.

Unit II - What are the basic map and globe skills?

1. To become familiar with basic map and globe skills and understandings.
   (a) to identify patterns and symbols used in mapping
   (b) to make and use simple maps
   (c) to identify cardinal and intermediate directions
   (d) to begin to understand how a globe and map relate to each other.

Unit III - How are Canadian communities similar to and different from each other?

1. To examine different kinds of communities (a) resource-based communities; e.g., forestry, farming, fishing, mining; (b) communities and their special locations, e.g., an island community, a port a transportation center, a very large city, Canada's capital.

SKILLS FOR LATE PRIMARY*

I. Reading social studies materials
   - A. Understand social studies terms
   - ...B. Learn abbreviations used in social studies

II. Applying problem-solving and critical-thinking skills
   - A. Recognize that a problem exists
   - ...B. Define the problem
   - C. Review known information
   - D. Plan how to study problem
   - E. Locate, gather, and organize information
   - ...G. Summarize and draw tentative conclusions
   - H. Recognize need to change conclusions when warranted
   - ...I. Recognize areas for further study

III. Interpreting maps and globes
   - A. Orient the map and note directions
     1. Describe relative locations (near, far, right, left, over, under, back, front)
     2. Use cardinal directions
     3. Use intermediate directions
     4. Use cardinal and intermediate directions in working with maps
   - B. Locate places on maps
     1. Draw and use large scale picture maps for familiar areas
     2. Locate a place on a simple map
     3. Follow directions using large maps on classroom floor
     4. Recognize one's city, town, etc., on map or globe
     5. Identify the globe as a small model of the earth
     6. Recognize major land and water forms
     7. Locate places where relatives or friends live
     ...12. Use map vocabulary and key
     21. Make sketch maps to show location
   - C. Use scale and compute distances
     1. Use small objects to represent large ones
     2. Make and use large scale maps for familiar areas
   - D. Interpret map symbols and visualize what they represent
     1. Understand that real objects are represented by pictures or symbols
     2. Learn to use legends
     3.4. Identify map symbols for man-made features, land forms, and water forms

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6 . Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

IV. Understanding time and chronology

A. Understand time system and calendar
   1. Learn to tell time
   2. Use names of the days of the week in order
   3. Use names of the months in sequence
   4. Use calendar to find dates of special events
   5. Associate seasons with particular months
   6a. Use definite time concepts
   6b. Use indefinite time concepts

B. Understand chronological events and differences in duration of time periods
   1. Recognize sequence and chronology in personal experiences
   2. Learn to arrange personal experiences in order
   3. Learn to figure length of time between two dates

Shared skills from
I - locating information
II - evaluating information
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for late primary

UNIT I - What is a community? (continuation)

OBJECTIVE

This unit is an extension of the Grade 2 level.

NOTE: Through grade levels Primary to 2, the children have been introduced to various aspects of the community and have gained some understanding of the community. However, further work may be needed.

Begin this unit by asking the children what they remember about their communities. The objectives given in the various units of Grade 2 level can serve as a basis for evaluating how much the children know. Teachers might undertake activities from these units which were not undertaken in Grade 2.

In addition to the resources previously cited, such as *Rivervale*, *Canadian Communities*, and *Beaver Hill*, another useful resource for this unit is Unit I in *The World of People: The Global Village*.

1. To be familiar with the different aspects of a community - physical environment, social relationships, work and income opportunities, institutions, services.

Skills:
Problem-solving (II)

Shared Skills:
Interpreting pictures, etc. (III)

Using a picture of a community unlike their own, such as 2A/3 "A Bedouin Community" from *One World Discussion Pictures, Year Two*, have the children talk about the various aspects of this community.

Using a variety of other pictures that highlight different aspects of a community, have the pupils talk about the picture and identify the aspect(s) of the community life shown.

Have the children develop an imaginary community - decide the physical setting and features, services needed, housing and other types of buildings needed, transportation systems, etc. and construct this community. This construction could be one-dimensional - an illustrated scrapbook or bulletin board display; two-dimensional - pictures, murals; three-dimensional - model(s).

NOTE: This objective builds on Unit II, Grade 1 level. Teachers should review this objective with the children and may need or want to undertake some of the activities not done at that time. Throughout this unit, help the children to develop a general understanding that all people share the same physical needs, and are, therefore, more alike than different.

2. To identify various ways the people of a community satisfy their basic needs.

Skills:
Problem-solving (II)

Make a pictorial time line for a child's day. (Have the times illustrated by clock faces.) Ask the children to relate things that happen from the time they get up until they go to bed. On a long strip of paper have children draw or paste figures doing, in sequence, the most common activities they suggest. Have other children prepare and add sentence descriptions. (Get up, wash, dress, have breakfast, brush teeth, feed pet, go to school, play, come home, watch T.V., eat supper (dinner), play, read, prepare for bed.) Talk about these activities in terms of meeting physical needs.

Each child may also record and illustrate a day's activities in personal diary form. Have the children consider each activity and identify either as a "need" or "want". The diary should be shared on a volunteer basis only.

OBJECTIVE	
	Have the children discuss and list people's physical needs. How important is each? What is the difference between physical and emotional needs? What needs are considered basic and essential? How do these differ for different people? Given a list (on the board, on paper) of "needs" and "wants" such as milk, television, boots, etc., have the children place them under two main headings, "Wants" and "Needs". Is there a difference in the way people satisfy their needs and wants? (Wants can be postponed; needs are immediate.) Have the children make a collage of pictures of the people of a community satisfying their needs and wants. Divide the class into three (or six) groups. Assign each group a basic need - food, clothing, shelter - to "research". Develop a series of questions and/or suggestions to guide the pupils in their research. For studying food, for example, consider: Do all people need food? How do we in our community obtain our food? Do all people eat the same food? What is the difference between food purchasing and food gathering? Explore the children's knowledge of "early man". Have them role-play to show how "early man" obtained the things needed in order to survive.
3. To explain the effects aspects of the given environment (e.g., natural resources or climate, location) may have on the ways people satisfy their physical needs.	Discuss with the children what is meant by a natural resource (see page 137). Have them identify some of the natural resources in their areas. Invite speakers to come to the class to talk about these natural resources. What are they? Where are they located? How are they being used? How do these resources help the people of the community satisfy their basic needs? On a suitable map of their area, have the children locate the various natural resources by placing symbols, pictures, miniatures of the "real thing", on the sites identifying the various locations. (Use as a part of, or after, Unit II.)
Skills: *Problem-solving (II)*	Have the children talk about the climate. How does the climate affect the satisfying of basic needs in their area - types of food grown, growing seasons, "winter" homes, "summer" homes, clothing for different seasons? Clothing: The children might: Collect pictures of clothing; classify according to seasons, weather Use selected pictures that show different types of clothing (e.g., *One World Discussion Pictures*), and talk about the clothing worn and why people are wearing what they are wearing. Develop the idea of the influence of climate - hot, cold, warm; and of culture - Chinese, West Indian, etc. Watch films and filmstrips of people in other lands. Talk about clothing worn. Compare with clothing worn by the class. Discuss reasons for the similarities and the differences.

OBJECTIVE	
	Make murals to illustrate types of clothing suitable for the different seasons in Nova Scotia; to illustrate clothing representing different cultural groups; to illustrate clothing representing different occupations.
	Shelter: Foods: Develop with and for the children similar activities concerning these basic physical needs.
4. To recognize that shared activities are an important need of all people.	Have the pupils talk about the various ways people spend their leisure time. Discuss which activities are done individually or with other people. How do the children spend their leisure time? How do their families spend their leisure time? How do children and families of other cultures spend their leisure time? How many of these activities are shared?
Skills: *Problem-solving (II)*	Have the pupils identify activities which they share in the classroom, in the school (making murals; dancing folkdances; singing songs; participating in a concert, a fair, a special school activity).
	Involve the pupils in a shared activity in which they have not previously been involved.
	Discuss (review) how special cultural events are celebrated; e.g., the "new year" - Christian, Jewish, Chinese, others. See Unit IV, Grade 2 level.
	Have the children read, tell, or write stories or poems about ways people share activities.

OBJECTIVE

1. To become familiar with basic map and globe skills and understandings.

Skills:
Understanding maps and globes (III)

NOTE: Prior to Grade 3 level, children will have been introduced to selected aspects of map and globe skills, mainly through readiness activities which were included, either specifically or incidentally, as part of earlier units. The degree of skill attainment at this point will vary greatly, depending on previous activities and pupil abilities. Teachers should check the pupils to determine their level of readiness.

Unit IV of Grade 1 level and Unit V of Grade 2 level contain mapping activities which should be done as a part of this unit if they were not done previously.

This unit is the only one in the elementary social studies program which focuses solely on map and globe skills. It provides all teachers with the opportunity to concentrate, for a period of time, on these skills and to give the children a good basis for future mapping activities.

Once the basic unit has been taught, children should use the skills frequently, wherever possible, to reinforce learnings. In addition, teachers will add map and globe skills for subsequent units.

A variety of materials on map and globe activities are available, including some of *The World of Me*, *Beaver Hill*, *Rivervale*, *Project Five to Nine* and *Where in the World? A mini map pack*.

(a) To identify patterns and symbols used in mapping.

III.A.1., C., D.

Set three or four items of different shapes (e.g., rectangular, cylindrical, square, round) on a piece of white (or light colored) paper about 18" x 24"). Have the children examine the patterns made by these items as they look at them from the side (at eye level, at 45° angle) and from the top. Have them talk about what they see. Then have each child make other patterns, using the above procedure, but varying the sizes and numbers of items.

Have the children trace around the various items of an interesting pattern they have made. Have them highlight the patterns by outlining with color, coloring in, or leaving as is. Set up a display of the traced patterns. Have them talk about the various patterns and identify the various shapes presented.

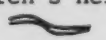
Have the children use arrangements of toy models (e.g., cars, houses, furniture, trees) to make patterns. Have the children examine and discuss the various patterns they have made. Have them outline several of the patterns.

Have the children assemble three to five toy models (e.g., house, barn, car, tree, school) and arrange them on paper to form a pattern; trace the pattern; remove the items; add road, brook, pond, etc., to make a single map.

OBJECTIVE

With the children's help, set up a simple sandtable display of a neighborhood; e.g., several kinds of buildings, vehicles, physical features (hill, brook, pond, roads, play areas, etc.). The display may be of an inner city neighborhood, suburban, or rural area; it may represent a farming, fishing, mining, industrial area. (In the initial stages, make sure that the display is kept simple; as the children gain understanding of maps, the displays can be more complicated.)

Show the children a variety of pictures which illustrate various physical features. Have them talk about the things they see. Divide the children into groups of four or five and give them several large pieces of playdough of different colors. Using the dough, have the children make various physical features; e.g., hills, rocks, roads, etc. Then have them put the pieces together to make a scene. (You may want to give them pieces of tinsel paper or mirrors to use for water.) Have each group talk about another group's display.

Set up a simple model scene. Have the children make pictures of the scene. Place the pictures on a bulletin board or similar area and have the children talk about the pictures. How are houses trees, etc. represented? With the children's help, make a simple picture-symbol chart; e.g., house, tree or flower,  road or stream, pond.

Give the children a set of simple picture-symbol charts, and have them make a picture using the items the symbols represent; e.g., means to include a house in the picture. Have the children include a picture symbols chart in the lower right hand corner of their drawing. (Extend this activity as the knowledge of picture symbols develops.)

Show the children a variety of pictures which show different physical and man-made features. With the children's help, make a picture-symbol chart providing for the various features identified.

Have the children examine the picture-symbols chart. Have them talk about the symbols. Can the symbols be represented in a simpler way, e.g., - house - ; - church - ? Have the children develop simplified symbols. Lead the children toward an understanding of the symbols used on maps.

Using appropriate maps, help the children to identify the symbols commonly used on maps.

(b) To make and use simple maps.

III.B.(1,2,3,4,12, 21), C., D.

Have the children explore a variety of maps, beginning with very simplified ones, and have them tell what the maps say. Have the children "proceed from one place to another" and tell the route(s) they may take to get there. Have them tell about the things (e.g., communities; buildings parks, forests, etc.) the maps indicate they might see on the way.

Have the children examine their classroom and identify the location of various items; e.g., doors, windows, shelves, pupil desks, etc. Have them make a large map of the classroom.

OBJECTIVE	
	Have the children make a model of the classroom. Various items can be made of cardboard or small boxes or models could be used. Let children arrange the model to represent the classroom as it is; then let them rearrange the model to represent the classroom as they would like it to be. (Additional items, which are not now a part of the classroom environment, may be added.) Have the children talk about some of the changes they have made. Why have they made them? How are the changes an improvement over the original arrangement? (Perhaps some of the suggested changes may be requested, using the children's rationale.)
	Take the children on various walks, within the school, around the outside of the school building, to various areas near the school. Have the children sketch drawings and maps of the areas visited. When the children return to their classroom, have them talk about the things they have seen - shapes, sizes, locations. Have the children, in groups and individually, make various types of maps to illustrate areas visited. Have them use symbol keys.
	If aerial photographs are available of the area where the school is located, and/or area(s) where the children live, have them examine the aerial photographs and identify various familiar features. Perhaps some of the children might make maps using the aerial photographs as a guide.
(c) To identify cardinal and intermediate directions.	Help the children begin to develop an understanding of the cardinal points - north, south, east, west. Where does the sun rise? Set? Help the children to identify the cardinal points in relation to the classroom, school, community. Extend the identification to include in and out of school activities. Once basic map activities have been undertaken, have the children always identify north (and the other cardinal points) on their maps.
III.A.	On a sunny day, have the children note their shadows. Using a common base line, have them stand on this line, with their backs to the sun, and note the length of their shadows at various times (e.g., every hour at the same time). Does the shadow change in length? In direction?. What can you learn about direction from your shadow?
	Have children who are interested find out other ways of telling direction; e.g., moss on trees, weather vane.
	Have the children examine a compass. Explain or have a pupil explain, how a compass works. Using available compasses, have groups of children practice using a compass to identify the cardinal points. In time, add the intermediate points.
	Have the children make a simple compass rose. Talk about the points in between. Have them add these intermediate points to their compass rose.

OBJECTIVE

(d) To begin to understand how a globe and map relate to each other.

Show the children three round objects of different sizes; e.g., tennis ball, volley ball, large beach ball. (Better still, have a set for each group of five or six children.) Have the children examine each of the balls by holding each ball close to the eye. (The large ball should appear flat when held close to the eye.) Have the children examine a large globe. Does it appear flat, rather than round, when held close to the eye? Help the children realize that their perception of an object can change with its distance and size.

III.B.5,6,7,

Collect, or have the children collect, pictures showing the earth from outer space. Have the children talk about what they see in the pictures.

Over a period of time, have the children collect pictures showing items (e.g., orange, car, house) in three different sizes. When possible, collect similar pictures of different sizes. Have the children tell how the object changes as the picture gets bigger.

Show the children a large orange, a globe, and a flat map of the earth. Compare the shape of the orange to the shape of the globe. Cut the orange skin from top to bottom in such a way that the skin can be laid flat. Lay the skin on a piece of light paper. Have the children talk about what has happened. Compare to the flat map of the earth.

Make a large outline map of the world on large paper or the blackboard. Outline the continents. Make cut-out figures of the continents, the same size as those on the outline map. Have the children handle the various figures - feel the outline, close their eyes and trace the shape, compare one figure to another. Have them match the figures to the outline map. Identify the cardinal points on the map. Name the continents. Have the children undertake a variety of activities relating to the names and locations of the continents.

OBJECTIVE

NOTE: Teachers will find the books, *Canadian Communities* and *Canada Close-Up*, as well as selected pictures from the *One World Discussion Pictures*, very useful in developing this unit. At least four studies, one representing each of the resource-based communities listed in Objective 1(a) and at least four studies, one representing each of four "special locations" from Objective 1(b) should be undertaken. Canada's capital should be one of the studies. Through the studies, pupils should become aware that the physical characteristics and resources of an area help to determine the types of communities and lifestyles of the people who live there.

1. To examine different kinds of communities (a) resource-based communities, e.g., forestry, farming, fishing, mining; (b) communities and their special locations, e.g., an island community, a northern community, a port, a transportation center, a *very* large city, Canada's capital.

Using films, filmstrips, slides, pictures, story, game, maps and globes, teachers might begin this unit by having the pupils take an imaginary trip across Canada. Unit 7 of *Beaver Hill* provides a number of useful activities relating to an introductory study of Canadian communities.

Have the pupils examine and talk about pictures of various places in Canada. Have them derive from the pictures:
- What the physical environment is like.
- Suggest ways people might earn a living.
- Suggest ways people might have fun.
- Identify different ways of travelling.
- Make up a list of questions they want to find answers to.

Collect pictures, articles, and other information about the various provinces and territories.

Once the pupils have been introduced to Canada, have them undertake studies relating to the resource-based communities. These studies should include:
(a) *Brief* history
(b) Location and size
(c) Growth of community
(d) Main resource(s) and industry(ies)
(e) Services
(f) Transportation
(g) Recreation

Skills:
Social studies terms (I)
Problem-solving (II)

Shared skills:
Evaluating information (II)
Interpreting pictures (III)

Use studies, such as those on mining, forestry, farming, and fishing, which are found in *Canadian Communities*, to develop an understanding of the importance of a particular resource to a community.

Have the pupils:
- Collect pictures relating to mining, forestry, farming, fishing; as a group, classify the pictures into four main groupings and then into various sub-groupings; explain their choices.
- Visit, if possible, a farm, a pulp and paper mill, a fish plant or other industry to see how it operates and to identify ways this resource-based industry is important to the community.
- Develop a large map and locate the various communities studied.
- Make models, murals to represent resource industries.
- Keep a chart of specialized vocabulary relating to a particular resource.

OBJECTIVE

Display tools or artifacts relating to different resource-based occupations.
View and talk about films, filmstrips, pictures relating to various industries.
View and talk about a television program which reflects life based on a particular industry.

Using the knowledge gained from these studies, have the pupils make comparisons between communities which have different resource bases. A chart might be helpful in doing these comparisons. (If two communities of similar resource bases have been studied, the pupils might make a comparison study to note similarities and differences.)

SAMPLE CHART:

Name of Community			
Location			
Size (over or under 10,000)			
How most people earn a living			
How people travel			
What people do for fun			
Etc.			

Have the pupils make a comparative list of advantages and disadvantages of living in two different communities.

Teachers should plan and develop with their classes similar kinds of activities for Objective 1(b).

RESOURCES - PRIMARY-GRADE 3 LEVELS

BOOKS	P	1	2	3
• Ashton and Anderson, *The World of People: The Global Village* and Teacher's Resource (McGraw-Hill Ryerson)				I*
• Carroll, *Canadian Communities* and Teacher's Manual (Ginn)			I-IV	III
• Forrester, *Understanding Communities* and Teacher's Manual (Fitzhenry & Whiteside)				I
• Gray, *Rivervale* and Teacher's Manual (Fitzhenry & Whiteside)			all units	I,II
• Harper, *Project Five to Nine* (Macmillan)	all units	all units	I-III, V	I,II
• Nathanson, *Canada Close Up: Coast to Coast* (3); *Canada Close Up: Je suis canadien* (4,5,6); *Canada Close Up: People of the Plains* (8); *Canada Close Up Teacher Resource Book* (McGraw-Hill Ryerson)				II,III
• Owen, One World Discussion Pictures Fitzhenry & Whiteside)				
Year 1 - How Families Live, Teacher's Manual	III,V	I,IV	all units	
Year 2 - Families and Communities, Teacher's Manual		IV	all units	I
Year 3 - Interaction of Communities, Teacher's Manual			all units	I,III
• Parlow, *Learning from Newspapers* (Canadian Daily Newspaper Publishers)			V	all units
• Riddolls, *The World of Me Teacher's Manual* (McGraw-Hill Ryerson)	I-IV	I-IV	I-III, V	II
• Roenigk, *Beaver Hill: Spookane Estate; Beaver Hill: Travels with Mr. Tremors; Beaver Hill: The Brambles; Beaver Hill: Teacher's Resource Book* (McGraw-Hill Ryerson)			all units	I-III

• Materials available from the Nova Scotia School Book Bureau (1981-82 listings). Other resources listed refer to materials previously listed and which should be in most schools; and occasionally other material which should be easily obtained.

* These Roman numerals refer to the "units" in the guide and not to units in the book.

	P	1	2	3
• Thorn, *Language Experience Reading Program Teacher Source Book, Level 1* (Gage)	all units			
• *Yellow Pages of Learning Resources* (Group for Environmental Education)			I,II	all units
DISCUSSION PICTURES				
Level 1, Discussion Motivators: Picture Cards (Gage)	all units			
The World of Me Activity Prints, Parts 1 and 2 (McGraw-Hill Ryerson)	I-IV	all units	I-III, V	
One World Discussion Pictures (Fitzhenry & Whiteside)				
Year 1 - How Families Live	III-V	I-IV	all	
Year 2 - Families and Communities		IV		I
Year 3 - Interaction of Communities			units	II,III
KITS				
• *The World of Me: Audio Visual Kit* (McGraw-Hill Ryerson)	IV			
January 15, 1910 (Gage)	III	I,II		
Duso Kit D1, (Psycan)	I		I	
Duso Kit D2 (Psycan)				
• *Peabody Language Development Kit* - Level P, 1, 2, 3 (American Guidance)			II	
• *Where in the World?* (a mini map-pack) (Gage)			V	II
FILMSTRIPS				
Kindle Series (Scholastic-TAB)	I,II		I,V	
Dimensions of Personality - Let's Begin (Pfluam/Standard)	I			
EDUCATIONAL TELEVISION				
Thurberd's World		I,II		

OTHER RESOURCES

Selected aspects of the reading programs

Nova Scotia Milk Foundation - booklets, folders posters, reference material, teaching aids relating to milk and milk products, good foods (P. O. Box 784, Truro B2N 5E8)

NOTE: In addition to the resources given above, teachers will find many other good resources. Also, see reference to resources at the end of this document.

GRADE 4 LEVEL - PEOPLE AND THEIR CHANGING ENVIRONMENT

By the time pupils reach the Grade 4 level, they have undertaken a number of activities relating to "studies" of themselves, to families, to neighborhoods, and to communities. Most of the "studies" relate to the present time. The Grade 4 level provides pupils with the opportunity to examine aspects of the past and to focus their studies on change - changes in the physical environment, in resources, in technology, in life-styles - and how change affects the lifestyles. Based on the knowledge gained from their studies, pupils might wish to speculate on future changes.

Time Framework

Public School Programs states that through Grades 4 to 6 levels 10% of the time is to be allocated to social studies. This means that two to two and one-half hours per week should be spent on topics whose main focus is social studies. In addition, teachers may and should occasionally include social studies content in music, art, language arts, mathematics, and physical education. Times for social studies should vary from a short period of one-half hour to longer periods of several hours or more for a field trip or special project.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, pages 70-71 list those skills to be taught as a part of the Grade 4 program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

air	future	inventions	roles
communication	group	lifestyles	technology
co-operation	human responsibility	pioneers	transportation
culture	interpretation	pollution	water
energy	isolation	production	

GRADE 4 - PEOPLE AND THEIR CHANGING ENVIRONMENT

Units and Objectives

Unit I - How do we learn about the past?

1. To become acquainted with and tell how various sources used by the historian (e.g., artifacts, historic sites, pictures, old manuscripts, diaries, archaeological digs, senior citizens) help to give information about the past.

Unit II - How have some communities changed?

1. To examine the "pioneer" way of life.
2. To examine some aspects of their community's past.
3. To identify changes that have occurred from earlier times to today.
4. To identify some features in the community that have been different in the past and that could be changed in the future. (OPTIONAL)

Unit III - How do changes in technology change society?

1. To identify some inventions developed by people to meet and/or overcome environmental conditions.
2. To explain how the introduction of modern tools and weapons may change an isolated society.
3. To speculate on future inventions which might change the way people live. (OPTIONAL)

Unit IV - How have transportation and communication changed through time?

1. To identify various kinds of transportation and communication in the present and past.
2. To identify the major changes in transportation and communication through the ages.
3. To speculate on future changes in transportation and communication. (OPTIONAL)

Unit V - How have roles and values changed over the years?

1. To develop an understanding of what is meant by roles and values.
2. To identify ways roles have changed.
3. To identify ways values have changed.

Unit VI - What is pollution, and how does it affect us? (OPTIONAL)

1. To identify and explain several factors which may affect the supply of good air, earth, and water.

SKILLS FOR EARLY INTERMEDIATE*

I. Reading social studies materials
- A. Understand social studies terms
- B. Learn abbreviations used in social studies

II. Applying problem-solving and critical-thinking skills
- A. Recognize that a problem exists
- B. Define the problem
- C. Review known information
- D. Plan how to study problem
- E. Locate, gather, and organize information
- ...F. Interpret and evaluate information
- G. Summarize and draw tentative conclusions
- H. Recognize need to change conclusions
- I. Recognize areas for further study
- ...J. Use problem-solving techniques to meet personal and societal problems

III. Interpreting maps and globes
- A. Orient the map and note directions
  - 4. Use cardinal and intermediate directions in working with maps
  - 5. Understand that north is toward the North Pole and south toward the South Pole
  - 6. Understand the use of the compass
  - 7. Use the north arrow on the map
  - 8. Orient desk outline, textbook and maps to the north
- B. Locate places on maps and globes
  - 4. Recognize one's city, town, etc., on map or globe
  - 5. Identify the globe as a small model of the earth
  - 6. Recognize major land and water forms
  - 7. Locate places where relatives or friends live
  - ...8. Identify on a globe and map of the world the equator, tropics, circles, continents, oceans, large islands
  - ...9. Use a highway map to locate places by number and key system
  - ...10. Relate low latitudes to the equator and high latitudes to the polar areas
  - ...14. Use an atlas to locate places
  - 18. Trace routes of travel
  - 21. Make sketch maps to show location

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6. Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

C. Use scale and compute distances
   3. Compare actual length of a block or kilometre with that shown on a large scale map
   ...6. Compare maps of different areas
   ..9. Understand and use map scale
   ...10. Check scale on all maps
D. Interpret map symbols and visualize what they represent
   2. Use legends on different kinds of maps
   3.4. Identify map symbols for man-made features, land forms, and water forms

IV. Understanding time and chronology
A. Understand the time system and the calendar
B. Understand chronological events and differences in duration of time periods
   1. Recognize sequence and chronology in personal experiences
   2. Learn to arrange personal experiences in order
   3. Learn to figure length of time between two dates
   4. Learn to relate the past to the present
   5. Understand and make simple time lines

Shared skills from
I - locating information
II - evaluating information
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for early intermediate

PLEASE READ INTRODUCTORY PAGES BEFORE STARTING UNITS

UNIT I - How do we learn about the past?

OBJECTIVE

NOTE: Activities relating to sources of historical information will be undertaken at both Grades 4 and 6 levels. The studies at Grade 4 level should serve as a basis for the later studies, and care should be taken to ensure that the more extensive studies are at the Grade 6 level.

Unit 1 in *Canada Close-up* and Unit 1 in *The World of People: The Western Hemisphere* might prove helpful to the teacher in doing this objective.

1. To become acquainted with and tell how various sources used by the historian (e.g., artifacts, historic sites, pictures, old manuscripts, diaries, archaeological digs, senior citizens) help to give information about the past.

Bring in items not in general use in Nova Scotia today; e.g., milk bottle, tire chains, wash tub and board. Have pupils talk about these - their use in the past, what has replaced them, how the changes have affected life. Help the children to realize that the study of artifacts is one way to find out about the past. Have the pupils bring in similar items. Set up a display in the room or in the school. Classify the items in various ways including when and where used, for how long, how used. Similarly, old pictures, diaries, could be gathered, examined, classified, labeled.

View, with the class, an educational or regular television program which tells about the past. Have the children discuss how the program tells about the past. You might select a suitable late afternoon or early evening program, have a group of children watch the program and tell the class about it the next day.

Skills:
Understanding time and chronology (IV)

Show the pupils pictures and/or photographs representing scenes from years ago. "Brainstorm" one picture, listing on the board those items which are different from similar items today. Discuss the changes which have occurred. (The *One World Discussion Pictures* contain a number of suitable pictures. Also, *January 15, 1910* kit contains suitable pictures, as do many magazines.)

Borrow the *Early Man in Nova Scotia* kit from your curriculum supervisor or superintendent or from the Nova Scotia Museum. Have the pupils participate in a simulation"dig" as suggested in the kit. What do the articles found tell you about the people who used them?

Shared Skills:
Locating information (I)
Interpreting pictures, etc. (III)

Invite a person from another country to the class to talk about that country. Prior to coming, have the children draw up a list of questions to ask the resource person. After the question and answer period, have the children note the answers to the various questions.

Have the pupils interview older people and record the information on a tape recorder. Questions could relate to such things as food, clothing, recreation and transportation when the interviewee was the age of the interviewer.

Have the pupils prepare special reports on selected aspects of three or four of the interviews (e.g., food, recreation, transportation), and show how the information received was similar and different. The reports could be oral, written and/or pictorial. The class could construct a group chart on their experiences.

OBJECTIVE

Have some or all of the pupils make their own family trees (see *The World of People: The Global Village*, pages 130-134). How does a family tree provide information about the past? (Handle carefully, especially for children who may be sensitive about their family background.)

Contact a local historical society. Arrange for a member to visit the class to discuss some of the work of the society.

Take the pupils on a visit to a nearby historic building or site. Have the pupils find out why it is considered "historic".

Take the pupils to a nearby cemetery. Have them examine the tombstones in a selected area. What do tombstones tell you?

Have some of the pupils research back copies of *National Geographic* to locate articles on "digs". Have selected pupils tell about several of these "digs". How have these discoveries helped us to learn about the past?

Take pupils to visit a local museum and examine some of the artifacts found there. For what were they used.

If no local museum is nearby, arrange to bring some borrowed artifacts into the classroom to examine and discuss. Use the opportunity provided to discuss need for care in handling artifacts and ways they are or might be protected.

Begin a class or school collection of antiques. Have the children classify these as to articles for farming, cooking, sewing, etc.

OBJECTIVE

NOTE: Using material such as found in *Canadian Communities* ("Pioneer Community"), *Building a New Life* and *In the Pioneer Home*, help the pupils to gain a general understanding of an earlier way of life and how that lifestyle changed as conditions changed.

The term "pioneer" is relatively new to children. Begin by brainstorming to find out the children's present understanding of the word "pioneer". When the activities relating to the first objective have been completed, conduct a similar session. Help the children to come to their own understanding of the "pioneer" way of life.

1. To examine the "pioneer" way of life.

Skills:
Understanding time and chronology (IV)

Have the pupils find and discuss various pictures relating to pioneer life - home, clothing, utensils, etc. Have them identify those items which might be readily available from nature.

Have the pupils discuss how important the physical environment was to the pioneers; how they used the environment to meet their needs.

Have the pupils design and construct a model pioneer home, farm and/or village.

Have the pupils make murals to represent various aspects of pioneer life, such as preparing food, making clothing, building a house or barn.

Have the pupils undertake various pioneer activities such as making butter or candles, spinning and weaving, making quilts, making tools.

Have the children keep a "pioneer" diary or write, as a pioneer child, an imaginary letter to someone in another country telling about different pioneer events.

Have the children find out how special events were celebrated; e.g., wedding, religious celebrations, successful harvest.

Have the children learn about some of the activities that pioneers did for fun; e.g., square dancing, quilting bee, school concert.

Have the children make a list of items they have now which were not available in pioneer times.

Take the pupils on a visit to Ross Farm or borrow the Pioneer kit from the Nova Scotia Museum. Make, with the children, a pioneer kit.

Using materials such as *When Grandma and Grandpa Were Kids* or *January 15, 1910*, have the pupils find out what life in some areas was like in the early 1900's.

OBJECTIVE

2. To examine some aspects of their community's past.

Skills:
Problem-solving (II)
Understanding time and chronology (IV.B.)

Have the children find out how old their homes are. Chart or graph the ages of these homes on a time line or graph.

If possible, have some of the children bring in pictures of their homes. Place these in the appropriate time slot on the time line (from above activity), or if a permanent or long term display is desirable, try having the children take pictures with an inexpensive camera, if available.

Using the above, have the children talk about the different styles of homes built at different times, and compare the styles. (Make sure that the differences are obvious.) What are some of the positive and negative features of old houses, new houses?

Have the children select areas for further study; e.g., school, store, post office, ways of having fun, roads, population, size of community. Discuss ways of finding out information - talks with older people; visit to museum, etc.

Have the class make a scrapbook of the information found. If desirable, a booklet on the community's past might be developed and copies made for each person in the class.

3. To identify changes that have occurred from earlier times to today.

Skills:
Problem-solving (II)
Understanding time and chronology (IV.B.)

Have the pupils talk to former pupils of the school (or to older community members) to find out how the school and school life have changed. Have the pupils discuss how the school changed in relation to the changes in the community. (Unit 2 of *Canada Close-Up* provides an interesting study on school and community changes.)

If the children live in an area where the homes are relatively similar in style and age, bring in pictures of homes from other areas showing different styles, and more importantly, different ages (e.g., log cabin, large house, apartment). Have the children suggest reasons for differences.

Have the children make several charts or displays of pictures showing older buildings; e.g., 100 years old, 50 years old, 10 years old. Note some of the differences - size of building, style and number of windows, style and number of doors, building material (brick, wood, etc.), special features (e.g., turrets), other interesting aspects.

Have the children make a photo or drawing record of a construction area; e.g., old buildings being remodeled or old buildings being torn down and new buildings going up, a new highway or bridge being built. Have them observe and record, over a period of time, what is happening.

Have the students talk to older residents to find out what natural resources existed in the past. What changes have occurred through the years concerning these resources? Why have the changes occurred?

OBJECTIVE

Set up an assembly line operation in the classroom. Decide on a product to be produced and the number; e.g., making an airplane, decorating cookies, making holiday ornaments, assembling a newspaper. Assign pupils various tasks. Have each, in turn, complete his/her task and pass the item along to the next person for the next step. Continue until product is completed. Try to produce enough so that each pupil has one. Discuss the positive and negative aspects of this type of production.

Involve the pupils in individual craft projects; e.g., simple weaving, sculpturing with popsicle sticks, making a piece of pottery. When items are completed, discuss the positive and negative aspects of this type of production.

Have the pupils make a rough comparison of the two methods of production (assembly line and individual craft) as to time, cost, number of items produced, quality of workmanship, interest in work, other aspects.

Have the pupils suggest additional examples to discuss the differences between:
- making your own bread and buying factory produced bread
- knitting a sweater and buying a ready made sweater
- building a car from the pieces and buying a new one from a car dealer

Using the information gained from Objectives 1 and 2, have the pupils brainstorm to identify different changes which have occurred through the years in the areas of shelter, food, clothing, tools and utensils, recreation, transportation, etc. Have them classify and record the information in the form of charts, e.g., "past" and "present", bulletin board displays, pictures, murals, etc., all developing the concept of "change".

4. To identify some features in the community that have been different in the past and that could be changed in the future. (OPTIONAL)

Using the information gained from the activities in the previous objective, have the pupils look again at the changes which have occurred in the different areas being studied. Review suggested reasons for the changes. Have the pupils suggest possible future changes in these areas.

Add a third chart, "future", to the "past" and "present" ones previously developed.

Select a particular topic, e.g., transportation. Divide the class into groups and have each group make a mural or set up a display on a particular aspect of transportation, showing past, present, and future. Areas might include different kinds of roads, road vehicles, ships and boats, kinds of air transport.

Skills:
Problem-solving (II)
Understanding time and chronology (IV.B.)

OBJECTIVE

1. To identify some inventions developed by people to meet and/or overcome environmental conditions.

   Skills:
   Understand time and chronology (IV.B.)

   Shared Skills:
   Locating information (I)

NOTE: This unit should begin with a short review of basic physical needs - Unit II, Grade 3 Level.

Given a hypothetical situation (e.g., shipwreck), have the students suggest "inventions" which would help those shipwrecked to survive (i.e., overcome environmental problems or difficulties).

Have the pupils locate pictures of recent inventions (e.g., new farming tools, Concorde, pocket calculators).

Have each pupil select an invention and identify the inventor, date of invention, give a brief description of the invention, and suggest ways the invention has helped some people and not helped others. Has their community had an invention or inventor?

Have pupils interview older citizens to find out how their lives have changed because of modern inventions (e.g., car, television, instant foods, computers, electricity). How have these overcome environmental conditions?

2. To explain how the introduction of modern tools and weapons may change an isolated society.

   Shared Skills:
   Evaluating information (II)
   Interpreting pictures (III)

As an introduction to activities on the North, have the pupils view a tool and/or invention which has been developed for use in daily life (e.g., an electrical appliance, a prepackaged meal, a telephone). Discuss how it affects daily life. What kinds of appliances were used before electricity? How was (and is) food prepared from basic ingredients? How did people communicate before the telephone? Some classes may also wish to study changes in farm implements, fishing equipment, mining techniques, or other things closely related to community life.

Through discussion and the use of such materials as the *Frobisher Bay* kit, *People of the Seal* pictures, *Then and Now in Frobisher Bay*, Unit 4 in *The World of People: The Global Village* or films and filmstrips on the North and pictures from sources such as *National Geographic*, have the pupils compare the life of the Inuit as it was and as it is now, to demonstrate that life in the North has changed and that the environment has changed. Pupils can:

(a) list some tools used long ago by the Inuit and compare them with tools today.
(b) speculate why the Inuit prefer certain modern tools.
(c) draw or make models of Inuit homes in the past and present.
(d) draw pictures of the types of transportation used long ago in the winter and summer and the means of travelling today in the Arctic communities.
(e) discuss what materials were used to make winter clothes worn by the Inuit today and what was used long ago.
(f) compare foods eaten by the Inuit today with those eaten long ago.
(g) compare recreational activities of the past and present.
(h) using newspapers, collect and report orally to the class, particular items of interest pertaining to changes among the Inuit and to their land.
(i) pretend they are invited to visit an Arctic settlement in the past and in the present; have them write a story about their adventure.

NOTE: In developing this unit, teachers should consider applying some map and globe skills.

OBJECTIVE

3. To speculate on future inventions which might change the way people live. (OPTIONAL)	Have the pupils discuss changes they think will take place in the future. What inventions might be needed in order for these changes to occur? Have interested pupils describe and illustrate, or make a model of, a "future" invention. Read a science fiction story to the class or have them read one. Discuss the inventions involved.

Skills:
Problem-solving (II)

OBJECTIVE

1. To identify various kinds of transportation and communication in the present and past.

Skills:
Understanding time and chronology (IV.B.)

NOTE: In developing this objective, teachers should add several activities relating to map and globe skills from Section III.B. and C.

Teachers may develop the "present" aspect of this objective by having the pupils:
- Do a survey to determine the various kinds of transportation and communication systems in the local area.
- Set up a display to show different forms of transportation and communication used in the community and serving the community.
- Visit a train station, bus depot or terminal, airport, newspaper office, radio station, and find out about the industry.
- Identify and discuss, using selected pictures, different kinds of transportation and communication used in other areas of the country and in the world.
- Make murals or collages to illustrate the different forms of transportation and/or communication.
- Tell about various ways they have travelled on a particular vacation or trip and/or various ways they (or the people they travelled with) have communicated with friends, relatives, places of accommodations.
- Make a picture display of the various types of transportation and communication used on space flights.

Teachers may develop the "past" aspect by having the pupils:
- Interview older people in the community and have them tell how they travelled or communicated when they were young. (Why were these types of transportation and communication necessary then?)
- Speculate on what a trip across Canada might have been like a hundred years ago. (Ways of travelling, routes, difficulties, length of time).
- Find out, from selected resources, early ways of travel and communication, and report to class orally or in writing and through charts, pictures, stories, bulletin board displays, models.

2. To identify the major changes in transportation and communication through the ages.

Skills:
Problem-solving (II)

Using the information gained from Objective 1, have the pupils:
- Develop a class chart to show changes in land, sea, and air transportation and communication over a period of time.
- Make a group scrapbook, "On Wheels" and/or "Messages" to show changes from early times to present.
- Locate various changes in transportation and communication on a time line.
- Make murals or collages showing changes.

Have selected pupils research a major change in transportation or communication involving a specific individual, e.g., McCurdy and the Silver Dart, Alexander Graham Bell and the telephone.

OBJECTIVE

3. To speculate on future changes in transportation and communication. (OPTIONAL)	Have some pupils make models of future types of transportation and/or communication. Divide the class into three or six groups. Have each group make a mural or collage depicting future travel and/or communication. Have some pupils read or write a science fiction story or poem about future travel and/or communication.

OBJECTIVE

NOTE: Before pupils can examine how roles and values have changed, they first need to understand what is meant by the terms "roles" and "values". In earlier grade levels, both of these have been an implied part of the program, and in some cases an obvious part, even if the actual terms "roles" and "values" were not used.

1. To develop an understanding of what is meant by roles and values.

Skills:
Problem-solving (II)

Shared Skills:
Working with others (IV)

To assure fuller understanding of "roles", have the pupils:

Discuss the various roles they play - as a son or daughter; as a brother or sister; as a pupil; as a member of a church group; as a member of Brownies/Guides/Cubs or Scouts; as a hockey or basketball player. (Help the pupils to realize that their roles may change as they move from one activity to another.)

Discuss ways behavior may change from one role to another.

Role-play various role situations, illustrating appropriate behavior for each role.

List roles and responsibilities which parents undertake; e.g., as a parent, as a home maker, as a wage earner, as a youth leader, as a coach.

To assure fuller understanding of values, have the pupils:

Discuss what is meant by a "value". Is a "value" the same as "valuable"?

Discuss, from the list of values which follows, what they feel each of the following means to them - honesty, loyalty, freedom, equality, justice, empathy, dignity, rights, tolerance, friendship.

Role-play situations which illustrate the above values.

View the ETV series *Trade-Offs*: "Choice", "Malcolm Decides", "We Decide", "Give and Take". Discuss each program in terms of decision making and values.

NOTE: Selected activities on "Decisions" and "Values and Behavior" from *Health Education: Growth and Development* guidelines will be useful in developing further understanding of decision making and values.

2. To identify ways roles have changed.

Skills:
Understanding time and chronology (IV.B.)

Shared Skills:
Working with others (IV)

Have the pupils talk to their parents, grandparents, other adults in the community. Have them find out what activities these people did when they were children. Were grandparents "the same" as they are now? Were parents "the same"? Have roles of children, parents, and grandparents changed over the years?

Have the pupils read selected stories which tell about life 50, 100, 200 years ago (e.g., the Anne books, excerpts from Charles Dickens' books). Have them discuss the various roles of the children parents, grandparents, other adults. How do these roles compare with those of today?

Invite an older person to the classroom to speak about growing up "then" and "now" - chores, schooling, entertainment, etc.

Have the pupils make murals to compare "then" and "now" - home life, school life, ways of entertainment, medical care.

OBJECTIVE	
	Have the pupils compare, using appropriate material, life of children, adult family members, 70 years ago with that of today (e.g., *January 15, 1910* kit, *When Grandma and Grandpa Were Kids*).
3. To identify ways values have changed.	Show pictures of actual artifacts of items pioneers considered important to them, and have the pupils discuss the importance of these items then and now. Are these items as valuable today, in terms of use, as they were in the past? Are they as valuable in terms of money as they were? How have the values (of use, cost) changed?
Skills: *Problem-solving (II)* *Understanding time and chronology (IV.B.)*	Have selected pupils interview older citizens in the community to find out the citizens' attitudes towards honesty, loyalty, justice, friendship, and other values. Have them present their findings to the class. Have the citizens indicated that the values have changed? If an old catalogue (e.g., Eaton's, 1923) or old magazine or newspaper advertisements (25-75 years ago) is available, have the pupils examine it. Can the pupils tell which items were considered important at the date of advertising? Are these items considered important today? Have pupils discuss the influence of television, radio, movies on them. Do they find their ideas in conflict with those of their parents and other adults? Conduct a study to determine how much time the pupils spend watching television and what programs they watch. Have them discuss the findings and indicate if they feel they spend their time wisely. Have the pupils use the television guide to find and discuss programs particularly for children. Have the pupils talk about other programs which might be good for their interest and which might help them to understand why people think and feel as they do.

OBJECTIVE

NOTE: This optional unit parallels one included in science at the upper elementary level. Teachers may prefer to deal with this topic at the same time it is being done in science. If being done now, the unit should be considered from a social point of view and should be approached in terms of the child's local environment.

1. To identify and explain several factors which may affect the supply of good air, earth, and water.

Skills:
Problem-solving (II)

Shared Skills:
Locating information (I.B.)

Have the pupils discuss what is litter. Is litter the same as a collection, e.g., a pupil's pocket of items? Is litter the same as pollution? Discuss.

Have the pupils empty their pockets, bookbags, school desks, storage boxes. What did they find? Are all the items for school use? Might some items be considered litter? Might some be considered a collection?

Have the pupils conduct a survey of the school, school yard. What items were found which did not belong there? (papers, tins, etc.)

Have the pupils undertake a "clean-up" project (school yard, play area, swimming or fishing area). Chart or graph the kinds of litter found.

Have the pupils discuss ways they can make greater use of materials (e.g., paper, bottles, old clothing), so that they are used for more than one purpose.

Have the pupils collect articles and/or pictures on pollution from newspapers, magazines. Make a class scrapbook, bulletin board display, collage.

Using selected films, filmstrips, pictures which illustrate pollution, have the pupils discuss and chart, using pictures, the different kinds of and causes of pollution).

Have the pupils relate personal experiences concerning pollution (smoke from a factory, odor from a garbage disposal area, dead fish in a brook or river, swimming area closed).

Have the pupils develop a list of the various odors they have noticed in their community. Are all the odors pleasant? What is causing the unpleasant odors? Are all unpleasant odors signs of pollution?

Some of the pupils might examine a section of a nearby stream or river; a section of the shore of a lake or the ocean. Is it clean and tidy? Why or why not?

Have pupils find out if there is a major pollution problem in the community. Is anything being done about it? If not, what might or should be done? How can pupils help?

If possible, take pupils on short field trips to areas where man has destroyed the lands; e.g., overcutting of forests, forest fire location, strip mining, industrialized area, road. Discuss how the environment was affected. Have the pupils illustrate what they have seen. Have them suggest ways the environment could be improved. Is this destruction a form of pollution?

Talk with the pupils about various animals which have become extinct as their environment has changed and speculate as to why this happened. Is pollution involved? Identify other animals which are in danger of extinction and have the pupils suggest ways of preventing this extinction.

GRADE 5 LEVEL - CANADA AND THE WORLD'S PEOPLE

Grade 5 level social studies provides pupils with the opportunity to consider such studies as physical features, explorations, cultural studies of selected areas, population. The year's study begins with a brief geographical study of Canada and the world, and this study forms the base for future studies related to selected countries or areas. The concluding unit allows for a brief look at some of the many cultural and ethnic groups which help to make cultural diversity in Canada.

Time Framework

See note page 69.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, pages 85-86 list those skills to be taught as a part of the Grade 5 program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

beliefs	exploration	land use	political divisions
conflicts	global community	language	physical features
country	groups	location	population
culture	interdependence	migration	values
ethnic	international development	needs	world

GRADE 5 LEVEL - UNITS, OBJECTIVES AND SKILLS

GRADE 5 LEVEL - CANADA AND THE WORLD'S PEOPLE

Units and Objectives

Unit I - What are some of the main physical features and political divisions of Canada and of the world?

1. To identify the main physical features of Canada.
2. To identify the main political divisions in Canada.
3. To identify the main physical features of the world.
4. To identify the main political divisions in the world. (OPTIONAL)

Unit II - Who were some of the explorers, and where did their explorations take them?

1. To identify some of the explorers and to give reasons for their explorations.
2. To suggest reasons for future explorations.

Unit III - What is life like in selected areas of the world?

1. To identify some of the main geographical features and economic and cultural activities of selected areas.
2. To make reasonable assumptions based on information learned from the above about possible advantages and disadvantages of life in these areas.
3. To help pupils be more aware of the "Third World" and to dispel some of the misconceptions concerning international development. (OPTIONAL)

Unit IV - What are some of the factors which influence population?

1. To identify some of the factors which affect population changes; e.g., climate, resources, industries, birth/death rates, disasters, conflict.

Unit V - What are some of the ethnic/cultural groups in Canada?

1. To be more aware of various ethnic groups in Canada.
2. To gain further understanding of what is meant by culture.

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6 . Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

SKILLS FOR INTERMEDIATE*

I. Reading social studies materials
- A. Understand social studies terms
- B. Learn abbreviations used in social studies

II. Applying problem solving and critical-thinking skills
- A. Recognize that a problem exists
- B. Define the problem
- C. Review known information
- D. Plan how to study problem
- E. Locate, gather, and organize information
- ...F. Interpret and evaluate information
- G. Summarize and draw tentative conclusions
- H. Recognize need to change conclusions
- I. Recognize areas for further study
- ...J. Use problem-solving techniques to meet personal and societal problems

III. Interpreting maps and globes
- A. Orient the map and note directions
  - 4. Use cardinal and intermediate directions in working with maps
  - 5. Understand that north is toward the North Pole and south toward the South Pole
  - 6. Understand the use of the compass
  - 7. Use the north arrow on the map
  - 8. Orient desk outline, textbooks and maps to the north
  - ...9. Use parallels and meridians to determine directions
  - ...10. Learn how pattern of meridians and that of parallels differ
  - 11. Construct simple maps which are properly oriented
- B. Locate places on maps and globes
  - 4. Recognize one's city, town, etc., on map or globe
  - 5. Identify the globe as a small model of the earth
  - 6. Recognize major land and water forms
  - 7. Locate places where relatives or friends live
  - 8. Identify on a globe and map of the world the equator, tropics, circles, continents, oceans, large islands
  - 9. Use a highway map to locate places by number and key system
  - 10. Relate low altitudes to the equator and high latitudes to the polar areas
  - 11. Interpret abbreviations found on maps

12. Use map vocabulary and key accurately
13. Use longitude and latitude in locating places
14. Use an atlas to locate places
...15. Identify the time zones of Canada and relate them to longitude
16. Consult two or more maps to gather information
17. Recognize location of major cities
18. Trace routes of travel
19. Develop mental image of major countries, land forms, etc.
20. Read maps which show elevation
21. Make sketch maps to show location

C. Use scale and compute distances
3. Compare actual length of a block or kilometre with that shown on a large scale map
4. Determine distance on a map by kilometres
5. Compare maps of different size of same area
6. Compare maps of different areas
7. Compute distance between two points on maps of different scale
...8. Estimate distances on a globe
9. Understand and use map scale
10. Check scale on all maps used

D. Interpret map symbols and visualize what they represent
2. Use legends on different kinds of maps
3.4. Identify map symbols for man-made features, land forms, and water forms

E. Compare maps and draw inferences
1. Read into a map the relationships suggested by data shown
...2. Compare two maps of the same area, combine data, draw conclusions
...3. Infer people's activities or way of living from physical detail and latitude

IV. Understanding time and chronology

A. Understand time system and calendar
6. Use definite and indefinite time expressions
7. Translate dates into centuries and understand how centuries are numbered

B. Understand chronological events and differences in duration of time periods
1. Recognize sequence and chronology in personal experiences
2. Learn to arrange personal experiences in order
3. Learn to figure length of time between two dates
4. Learn to relate the past to the present
5. Understand and make simple time lines

Shared skills from
I - locating information
II - evaluating information
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for intermediate

UNIT I - What are some of the main physical features and political divisions of Canada and of the world?

OBJECTIVE

NOTE: This unit should be undertaken before any of the units which follow. Although detailed studies of the geography of Canada are to be undertaken at the Grade 7 level, basic knowledge is needed now. Pupils will be found to have varying amounts of knowledge and understanding, but the unit should involve planned direct teaching as well as group and individual activities and projects.

1. To identify the main physical features of Canada.

Skills:
Social studies terms and abbreviations (I)
Interpreting map and globes (III)

NOTE: These skills apply to the total unit.

Discuss with the pupils what is meant by physical features; e.g., hills, valleys, rivers, mountains, islands. Have them begin to make an illustrated dictionary of geographical terms (add to list as units progress).

Have them collect and make a collage of pictures incorporating different physical features.

Have the pupils take a field trip to examine nearby physical features; e.g., hills, valleys, rivers, shoreline, an island, a peninsula. Have the pupils take or sketch pictures, and combine them with models of the features observed.

Have the class discuss what effects a particular physical feature might have on the lives of those who live in a particular area; e.g., living on an island, living near the mouth of a river, living at the foot of or on a mountain.

Using a large physical wall map of Canada (or a physical map of Canada in available atlases), have the class find and note the names of the major rivers, mountain ranges, lakes, islands.

Involve the pupils in activities relating to a particular aspect of the physical environment; e.g., climate.

- Have the pupils tell about different kinds of climate they have experienced in various locations in Canada.
- Have them follow weather reports (local and Canada wide) for a short period of time, and note such things as temperature, weather (sunny, snow, etc.).
- Using simple climate maps from a suitable atlas, discuss further the different kinds of climate found in Canada.
- Collect a series of pictures showing climatic conditions in different areas of Canada.
- Make a mural (or several) illustrating climatic conditions in different seasons.

2. To identify the main political divisions in Canada.

Have the pupils discuss what they think a political division is.

Using a political map of Canada (large wall map or suitable atlas), have the pupils note the different provinces and territories. Discuss the size and shape of these areas. Have pupils learn the names of the provinces and territories.

Have the pupils identify the national, provincial, and territorial capitals of Canada and their locations.

OBJECTIVE	Devise a series of activities (matching, fill in the blank, puzzles, games) to help the pupils become more familiar with the political divisions and capitals. Discuss with the pupils the differences between political and geographical regions. Help them identify the major geographical regions in Canada. Discuss why each is called a region. What physical features are found in each region? NOTE: At this time, have pupils explore and learn about only major and most obvious features such as continents, oceans, islands, mountains, rivers, lakes, deserts.
3. To identify the main physical features in the world.	Use activities similar to those for Objective 1 of this unit. NOTE: At this time, have pupils explore and learn about only major political divisions and capital cities; e.g., England, France, Germany, China, London, Paris, Rome, Peking.
4. To identify the main political divisions in the world. (OPTIONAL)	Use activities similar to those of Objective 2 of this unit.

The main purpose of this unit is to establish a basis of geographical knowledge and understanding about physical features and political divisions on which to build the subsequent units based on studies of selected countries.

OBJECTIVE

NOTE: In developing this unit, consider such explorers as Marco Polo, Vikings, Livingstone, Perry, Magellan, Cortez, Cook, Columbus, Drake, Armstrong (outer space), Cousteau (underwater). Select at least four explorers who have travelled to four different regions; e.g., Polo to Asia, Cortez to South America. Pupils may wish to talk about some of the explorers of Atlantic Canada; however, detailed study of these explorers should be left until Grades 6 and 7 levels, where units and objectives are directed toward Atlantic Canada. The book, *The Navigators*, will be very helpful in developing parts of this unit; also, Unit I of *The World of People: The Eastern Hemisphere*.

1. To identify some of the explorers and to give reasons for their explorations.

Skills:
Problem-solving (II)
Interpreting maps and globes (III.esp.B.18)
Understanding time and chronology (IV)

Have the pupils tell about stories they have read and pictures or films they have seen which tell about explorers.

Consider developing this unit as (or through) a planned extended class project. Divide the class into groups of 3 to 5. Establish:

(a) why the exploration was undertaken
(b) problems of financing and travel
(c) routes taken and explorations accomplished
(d) what happened as a result of the exploration

Material could be presented in the form of drawings, charts, models, reports, plays, displays. Using the information gained from the above activities, chart the explorations on a time line to show when they occurred.

Have the pupils read stories, write and act out plays, or make murals about the explorers.

Have some pupils find out about the voyage of the Ste. Roche, and report their findings to the class.

Have some of the pupils find out the populations of various countries in the world and graph their findings. Have them suggest reasons why people from areas of large populations might move.

2. To suggest reasons for future explorations.

Skills:
Problem-solving (II)

Have the pupils tell about recent explorations - to the moon, to other planets, under the sea, to the North. Have them chart the information as to who explored, where, why, how.

Have them discuss why the explorations are taking place.

Have the pupils make two murals - one showing early methods of exploring, the second showing present methods of exploring.

OBJECTIVE

NOTE: In developing this unit, teachers will find many materials useful. Among these are *The World of People: The Global Village*, *The World of People: The Eastern Hemisphere*, *The World of People: The Western Hemisphere*, *World Communities*, *One World Discussion Pictures*, and *Man in His World* series.

1. To identify some of the main geographical features and economic and cultural activities of selected areas.

Skills:
Social studies material (I)
Interpreting maps and globes (III.B.C.D.E.)

Shared Skills:
Locating information (I)
Interpreting pictures (III.B.C.D.)

Collect information from newspapers and magazines and set up a resource file for each area being studied. This file should be added to throughout the year.

A minimum of six studies constitutes this unit, with one study selected from each of groupings 1-4, and the remaining two from whichever grouping(s) (1-5) the teacher and pupils wish. Additional studies may be done. Individual pupils or small groups of pupils may undertake some studies as special projects.

Teachers may wish to divide the class into groups, with each group locating and developing the information for a particular study.

GROUPINGS:
(1) Europe (e.g., British Isles, Netherlands, Norway, Sweden, Sicily, Russia)
(2) Asia (e.g., India, China, Japan, Israel, Thailand)
(3) Africa (e.g., Egypt, Ghana, Kenya, South Africa)
(4) South America/Central America and Caribbean (e.g., Brazil, Venezuela, Central Andes, Mexico, Caribbean, Central America)
ADDITIONAL GROUPING:
(5) Australia and South Pacific (e.g., New Zealand, Polynesia, Australia)

For each study, have the pupils undertake activities selected from the following. Activities selected will depend on the interests and backgrounds of the pupils and the resources available. (Teachers may wish to develop additional activities.)

- Use suitable maps to identify the main geographical features - rivers, mountains, locations of cities, etc.
- Suggest how these features might affect the way the people live.
- Use suitable charts and maps to identify climatic conditions and to suggest how the climate and geographical features might affect the people and their lifestyle.
- Use suitable print and visual resources to identify some of the main resources and industries, transportation routes.
- Use suitable maps and statistics to determine the population of the country and to find areas where many people live (high density) and few live (low density).
- Bring in samples or locate or make pictures of food and clothing characteristic of the country. If possible, cook a meal or dress in costume representative of the country. Invite a person from the country being studied to visit the class to tell about life in his/her country.

OBJECTIVE

Become familiar with samples of music, art, literature, crafts, representative of the area being studied - listen to the music, read or listen to a story, experiment with a handcraft, look at and talk about the art.

As the teacher, help by:

Making sure pupils have a wide variety of resources, print and visual, to use for their studies.

Showing films and filmstrips about the various areas being studied.

Inviting guest speakers from the countries being studied to speak to the class about life in their ancestral homeland.

Have the pupils portray the information learned through bulletin board displays; classroom displays; panel presentations; written, oral reports; individual and/or class scrapbooks; murals; maps illustrating population distribution, location of resources.

2. To make reasonable assumptions based on information learned from the above about possible advantages and disadvantages of life in these areas.

Using the headings given in the model below or a similar set of headings, help the pupils to make a large chart which will allow for a comparison of different areas; e.g., Sweden, Japan.

Area or Country	Sweden	Japan	Another
Climate			
Physical Features			
Population			
Cities			

Skills:
Problem-solving (II)

Using information from the chart and other information learned through the studies, have the pupils talk about such things as:

Do the climate and geographical features have any effect on the population throughout the country or area? Why or why not?

Do the resources have any effect on the population? In what way?

Is the population evenly distributed throughout the country or area? Suggest reasons why or why not.

3. To help pupils be more aware of the "Third World" and to dispel some of the misconceptions concerning international development. (OPTIONAL)

Invite speakers from "Third World" countries to visit the class to talk about life in their country.

If available, use the Canadian Red Cross publication, *One Earth: Why Care?*, (International Development Resource Package) to help the pupils gain understanding of world interdependence; international trade; the world as a space village; undernourishment, malnutrition, overpopulation, taboos, and poverty which exist in the world; the lifestyles of others.

If available, use the kit, *Spotlight on Development - Kenya, Malaysia, Algeria*, to help the pupils to understand more about the cultures of these countries and the issues of world development.

OBJECTIVE

1. To identify some of the factors which affect population changes; e.g., climate, resources, industries, birth/death rates, disasters, conflict.

Skills:
Social studies material (I)
Problem-solving (II)
Understanding time and chronology (IV.B.)

Have the pupils discuss moving. Do all families move? Why or why not? Have any of the pupils moved? From where to where do they move? How is life different because of the move? Do individuals in families move away from their families? Why?

Review with the pupils why various people live in the area(s) which the school serves. Refine the list to five or six main reasons. Have these areas always had the same population? Why or why not? Note reasons for change.

Have the pupils talk to older members of the community to find out, generally, population changes which have occurred in the area. If census records for the area are available, have interested pupils examine some of the population changes which have occurred. Have them make an interpretative graph to show the changes. Why have these population changes occurred?

During the year have the pupils collect articles from newspapers and magazines on various events and happenings which cause population change; e.g., discovery of a new resource - oil, gold; establishing of a new industry; a disaster - earthquake, hurricane, volcanic eruption; a conflict - civil war, bombing, military take-over. When sufficient resources are gathered, divide the pupils into groups and have each group select one event for study. The study should identify the event, its location, what happened and/or is still happening, how the event and its results may have affected or are affecting the lives of the people (and the population) in the community.

You might have some pupils follow a particular current event (see activity above) on radio and/or television, and over a period of time, report to the rest of the class on the event and its effects on people's lives (and the population) in the area affected.

Have some pupils use television, radio or newspapers to obtain information on temperatures in places such as Goose Bay, Victoria, Toronto, Los Angeles, Miami, and also to note the temperatures in their own area. Have them gather this information on a weekly basis over two or three winter months. Have them present the information on a graph. Have the class discuss what effect the temperatures (and climate in general) may have on the people and population of these areas.

Using information gained from studies of countries in Unit III, have the pupils suggest reasons why groups of people move. Have them make a graphic presentation to show dramatic population changes. (If *The World of People: The Eastern Hemisphere* is available, the migration survey on pages 17 and 18 would be useful; similarly, the chart on page 108 of *The World of People: The Western Hemisphere*.)

OBJECTIVE

NOTE: The peoples of Canada come from many ethnic backgrounds. Some people, namely the native peoples and Inuit, have been here the longest; others, such as the French and the British, have been here for a few hundred years; still others, such as the Ukrainians, Japanese and Vietnamese have come in more recent years. Each ethnic group has contributed to a richness of life in Canada. The purpose of this unit is to help the pupils become more familiar with some of the ethnic groups (and their culture) in Canada.

1. To be more aware of various ethnic groups in Canada.

Skills:
Interpreting maps and globes (III.B.)

Shared Skills:
Locating information (I)

Conduct a class survey to identify the various ethnic backgrounds of the pupils in the class. Graph the results. On a map, have the pupils locate their ancestral homeland. Using a world map and a map of Nova Scotia, have the pupils make a wall display which shows the links between the present home communities of the pupils and their ancestral homelands.

Have various pupils tell about their family life which illustrates some of the cultural components of their ethnic backgrounds; e.g., foods, special celebrations, costumes, special customs. Where feasible, some of the pupils might bring in foods for others to taste; some pupils might illustrate (and perhaps teach others) special dances; some pupils might read special stories or poems to the class to illustrate a particular ethnic group; the class might listen to music representative of an ethnic group.

Have some of the pupils interview people in the community who have moved to Nova Scotia from other countries. Have them report their findings to the class. How is life different for these people now that they are living in Canada?

Invite speakers from different ethnic groups to visit the class to tell about their life in their homeland and in Canada.

Have pupils identify, from their general knowledge, the location of some of the various major ethnic groups in Canada (e.g., Chinese in Vancouver and Toronto, Ukrainians in Manitoba and Saskatchewan, French in Quebec). Using suitable resources, such as atlases and *The Canada Year Book*, have the pupils identify on an outline map of Canada, the location of these various groups.

Pupils may wish to "twin" with pupils in a school which is predominantly different in ethnic and cultural background (e.g., a Chinese school in Vancouver or Toronto, an Italian school in Montreal a Ukrainian school in Winnipeg). Pupils could ask pupils in the "twinned" school to give them information about each of the following:

(a) land of ancestry
(b) reason(s) for coming to Canada
(c) major areas of settlement
(d) their influence on the area where they settled
(e) some problems they encountered

OBJECTIVE

NOTE: In earlier studies the pupils have learned about various ethnic groups. These studies have looked at some of the more cultural aspects of the groups. This objective will help the pupils gain a better understanding of the meaning of culture (see pages 135-136).

2. To gain further understanding of what is meant by culture.

Using a variety of pictures, artifacts, films or filmstrips on different cultures, help the pupils to realize that a particular culture has many different aspects, such as types of food, clothing styles, religion, music and dance, artistic traditions, ceremonies, architectural styles. (*One World Discussion Pictures* are a useful resource.)

Pupils may collect their own pictures and make charts or murals showing various aspects of culture. These charts may be developed in several ways - one series showing food, dance, architectural styles, etc.; a second series showing people of various cultures - Chinese, West Indian, Norwegian, etc., and illustrating foods, costumes, religious ceremonies peculiar to each cultural group.

Skills:
Social studies material (I)

Shared Skills:
Interpreting pictures (III)
Working with others (IV.A.)

Have the pupils discuss cultural components in terms of similarities (e.g., basic needs of food, shelter, etc.) and differences (diversity). Help the pupils to realize that all people are basically alike in important ways, even though there is diversity in cultural characteristics.

Discuss what might happen when someone of a cultural group moves into an area, the culture of which is decidedly different from that person's own (e.g., Chinese into Scottish community, French into Black community). What are some of the problems or difficulties which might affect either or both groups? How might these be solved?

Have the pupils identify several customs which are different from their own. How do these reflect the beliefs and values of the particular culture?

Discuss the meaning of human rights. Examine the United Nations Declaration of the Rights of the Child. How does this affect children of different cultures and countries (e.g., *The Rights of the Child Kit*)?

GRADE 6 LEVEL - NOVA SCOTIA (AND ATLANTIC CANADA)

During the years from Primary to Grade 5 levels, students have been learning about themselves, other children, families, communities, regions and cultures. Knowledge and understanding have proceeded from the known to the unknown, from the local to the global; not in the form of a simple spiral, but a number of spirals which overlap at Grade 4 and 5 levels. The conceptual development begun at Primary level has also been expanding and growing slowly. Skills, both social studies and map and globe, have been developing with mastery gained in a number of these.

The Grade 6 level now provides teachers with the opportunity to focus on a particular region, namely, Nova Scotia, and more generally, Atlantic Canada. It is also a year when few new skills are introduced, allowing teachers time to reinforce skills already presented.

Grade 6 social studies serves as a bridge between elementary and junior high school. Skills already presented will continue to be used and added to, and this is especially true of map and globe skills. The focus on Atlantic Canada sets the scene for further studies on Canada and North America at the junior high level.

Time Framework

See note page 69.

Skills

The master chart (pp 6-9) indicates the skills to be taught in the social studies program and when they should be taught. More specifically, pages 96-97 list those skills to be taught as a part of the Grade 6 program. Throughout each of the units for this grade level, teachers will note references to specific skills from the list of particular social studies skills and/or the list of shared skills. These references serve as focal points for teachers, and every effort should be made to give specific attention to the skill(s) indicated for a particular unit and/or objectives. This does not preclude their use for other units and/or objectives.

Concepts

In addition to the major concepts common to the whole social studies program (see page 4), an understanding of the following should be developed:

communication	government		lifestyles	settlement
conservation	immigrant		location	standard of
culture	industry -	primary	population	living
diversity		secondary	preservation	transportation
ethnic		service	production	
explorations	landforms		recreation	

GRADE 6 LEVEL - NOVA SCOTIA (AND ATLANTIC CANADA)

Units and Objectives

Unit I - Who were the first known inhabitants, and how did they use the environment to meet their needs?

1. To identify the first known inhabitants of Atlantic Canada (Micmacs, Malecites, Beothuks) and tell how they came here.
2. To examine the lifestyles of the first inhabitants of Atlantic Canada prior to their contact with the Europeans.
3. To examine the lifestyle of native people after the arrival of the Europeans and to identify different ways they helped each other.

Unit II - Who were the early European explorers of Atlantic Canada, and why were they important to the Europeans?

1. To identify the key explorers of Atlantic Canada and to indicate why these explorations were important.

Unit III - Why did European people settle and fortify Nova Scotia (and Acadia)?

1. To identify early settlements (1600's to 1750's) in Nova Scotia and to indicate reasons for these settlements.
2. To examine some of these settlements in order to be aware of the lifestyles of the settlers and the significance of their settlement to Atlantic Canada.
3. To identify later settlements (1750's to 1900's) in Nova Scotia and to indicate reasons for these settlements.
4. To examine some of these settlements in order to be aware of the lifestyles of the settlers and the significance of their settlement to Atlantic Canada.
5. To identify important historical fortification sites and reasons for their location.

Unit IV - What is meant by multiculturalism and why is it of interest and value to us in Nova Scotia?

1. To identify the various ethnic groups which came to Nova Scotia up to 1900.
2. To identify more recent immigrants to Nova Scotia.
3. To recognize the diverse cultural heritage and richness of Nova Scotia.
4. To become aware of aspects of lifestyles of various ethnic groups.

SKILLS FOR LATE INTERMEDIATE*

I. Reading social studies materials
- A. Understand social studies terms
- B. Learn abbreviations used in social studies

II. Applying problem-solving and critical-thinking skills
- A. Recognize that a problem exists
- B. Define the problem
- C. Review known information
- D. Plan how to study problem
- E. Locate, gather, and organize information
- F. Interpret and evaluate information
- G. Summarize and draw tentative conclusions
- H. Recognize need to change conclusions
- I. Recognize areas for further study
- J. Use problem-solving techniques to meet personal and societal problems

III. Interpreting maps and globes
- A. Orient the map and note directions
  - 4. Use cardinal and intermediate directions in working with maps
  - 6. Understand the use of the compass
  - 9. Use parallels and meridians to determine directions
  - 10. Learn how pattern of meridians and that of parallels differ
  - 11. Construct simple maps which are properly oriented
- B. Locate places on maps and globes
  - 6. Recognize major land and water forms
  - 8. Identify on a globe and map of the world the equator, tropics, circles, continents, oceans, large islands
  - 9. Use a highway map to locate places by number and key system
  - 10. Relate low latitudes to the equator and high latitudes to the polar areas
  - 11. Interpret abbreviations found on maps
  - 12. Use map vocabulary and key accurately
  - 13. Use longitude and latitude in locating places
  - 14. Use an atlas to locate places
  - ...15. Identify time zones of Canada and relate them to longitude

*The numbering of these skills corresponds to the numbering in the chart which begins on p. 6 . Since not all skills apply to all levels, there will be "missing" numbers in parts of these tables.

Unit V - How has the physical environment influenced the way people lived and are living?

1. To identify economic and geographic features of Nova Scotia which have given rise to the primary industries (farming, fishing, forestry, mining).
2. To identify secondary industries which grow up around primary resources, e.g., boat building.
3. To identify main areas of population concentration and to suggest several reasons for these concentrations.
4. To suggest ways a region or area might be conserved or preserved for recreation and/or industry.

Unit VI - What is meant by "service industry" and how important are these industries to Nova Scotia?

1. To develop an understanding of what is meant by a service industry.
2. To examine some of the service industries and to recognize their importance.
3. To examine transportation and communication in Nova Scotia (and the rest of Atlantic Canada) and to explain why forms of transportation or communication which were important in one period were or were not important at another time.

Unit VII - What is meant by "government" and why do we have government? (OPTIONAL)

1. To define what is meant by government.
2. To identify reasons we need government.
3. To identify the three levels of government and to recognize some of the key officials at each level.
4. To help students become more aware of the roles of government.
5. To identify some Nova Scotians who have played a prominent role in government (and politics) in Nova Scotia and in Canada.

16. Consult two or more maps to gather information
17. Recognize location of major cities
18. Trace routes of travel
19. Develop a mental image of major countries, land forms, etc.
20. Read maps which show elevation
21. Make sketch maps to show location

C. Use scale and compute distances
4. Determine distance on a map by kilometers
5. Compare maps of different size of same area
6. Compare maps of different areas
7. Compute distance between two points on maps of different scale
...8. Estimate distances on a globe
9. Understand and use map scale
10. Develop a habit of checking scale

D. Interpret map symbols and visualize what they represent
2. Use legends on different kinds of maps
3.4. Identify map symbols for man-made features, land forms, and water forms
...5. Study color contour and visual relief maps
...6. Interpret dots, lines, colors, and other symbols

E. Compare maps and draw inferences
1. Read into a map the relationships suggested by data shown
...2. Compare two maps of same area, combine data, draw conclusions
...3. Infer people's activities or way of living from physical detail and latitude

IV. Understanding time and chronology

A. Understand time system and calendar
6. Use definite and indefinite time expressions
7. Translate dates into centuries and understand how centuries are numbered

B. Understand chronological events and differences in duration of time periods
3. Learn to figure length of time between two dates
4. Learn to relate the past to the present
5. Understand and make simple time lines

Shared skills from
I - locating information
II - evaluating information
III - interpreting pictures, charts, graphs, tables
IV - working with others
are recommended for late intermediate

UNIT I - Who were the first known inhabitants and how did they use the environment to meet their needs?

OBJECTIVE

NOTE: Remind the pupils of the Grade 4 level work in which they discovered how we learn about the past. Ask the pupils to suggest ways in which information has been gathered about the early inhabitants of Nova Scotia.

1. To identify the first known inhabitants of Atlantic Canada (Micmacs, Malecites, Beothuks), and tell how they came here.

Using an overhead projector or wall map, present the pupils with a map which is color-coded to indicate where the Micmac, Malecite, and Beothuk Indians lived prior to contact with the Europeans.

Using a map and/or globe, have the pupils trace the probable route used by early inhabitants in coming to Atlantic Canada. Would any other route(s) seem probable/possible? Why?

2. To examine the lifestyles of the first inhabitants of Atlantic Canada prior to their contact with the Europeans.

Skills:
Problem-solving (II)

Divide the class into three groups. Have each group choose either Micmac, Malecite or Beothuk Indians and gather information on topics such as food, shelter, clothing, medicine, language, government, religion, education, games, transportation. Using these categories, have the pupils gather information on the three groups. Some sources of information are:

(a) The Nova Scotia Museum
(b) Nova Scotia Museum publications
(c) *Early Man in Nova Scotia* booklet and kit
(d) Original sources such as the writings of Nicholas Denys and Abbé Meillard
(e) *Atlantic Docupack*

As information is found, have pupils record it in the most appropriate form for sharing with others; e.g., pictures, diagrams, murals, collection(s) of artifacts (or reproductions), models, bulletin board displays.

Have the class develop topographical maps of areas surrounding some Indian settlements, showing what each area had to offer; e.g., lakes, waterways for fishing, soil fertility for farming, quality of timber for shelter and lumbering, natural resources which provided hunting and fishing.

If possible, invite Indian resource persons to come to the class to share information, stories, songs, games.

Have the pupils role-play a day in the life of an early inhabitant.

After pupils have become familiar with the lifestyles of the early inhabitants, assign a creative writing exercise in which pupils assume the role of an early inhabitant, and describe their experiences; e.g., best/worst experiences, caught in a snowstorm/flood, etc.

Have pupils compare/contrast their own lifestyle with that of early native people. Have them chart their findings. (See sample start of chart format which follows; sample includes partial completion of one section for teacher information.) Have the native people used the environment more wisely and knowledgeably than it is used today?

OBJECTIVE

	Micmac			Us		
	Method	Advantages	Disadvantages	Method	Advantages	Disadvantages
Education						
Travel	canoe	materials easily found; lightweight	unsteady	car	comfortable fast	scarcity and expense of gas pollution number of accidents
	foot	healthy	slow	foot	inexpensive healthy	
Medicine						
Etc.						

Have the pupils construct models of Indian inventions made prior to European influences or draw or collect pictures to form a mural or collage. How many of these inventions do we still use today?

Have the pupils make a list of the natural foods which might have been found in Atlantic Canada 350 years ago (in the 1600's).

Have the class list and describe the seasonal climate of the Atlantic region and learn how the Indians adapted to these changes.

Have the class collect some herbs and spices used as native medicines. (The teacher and/or pupils might wish to refer to such books as Laurie Lacey's *Micmac Indian Medicine: Traditional Way of Health*.)

Have pupils read and tell Indian legends, and have the class view pertinent filmstrips, such as *Legends of the Micmacs*.

Have the principal invite Mermaid Theatre to the school to present a play on the Micmacs.

OBJECTIVE

3. To examine the life-style of native people after the arrival of the Europeans and to identify different ways they helped each other.

Skills:
Problem-solving (II)
Understanding time and chronology (IV.B.)

Ask the pupils to give their idea of "discovery" from the point of view of (a) the Europeans, (b) the Indians. Ask pupils to pretend they are going to journey back in time to when the Europeans arrived. What difficulties might the pupils face in surviving on a day-to-day basis? Have the pupils find out ways the native people assisted the Europeans to adjust to their new environment. What technology did the Europeans give to the Indians?

Have the pupils perform a skit to illustrate the concept of bartering. If permissible, allow the pupils to barter minor possessions; e.g., comic books, marbles.

Using an overhead projector and/or wall map, show the pupils the areas occupied by the native people prior to, and following, contact with the Europeans. Locate some of the larger Indian reservations found in Atlantic Canada today.

Discuss whether the traditional Indian way of life is possible in modern times.

Show films which illustrate the changes which have occurred in Indian lifestyle in modern times.

If possible, invite Micmac craftsmen to your class to share examples of their crafts. If resource personnel are unavailable, National Film Board films such as *Basket Making* and *Canoe Construction* are available for loan.

Have the pupils identify names of places which have a Micmac origin - Chebucto, Shubenacadie, Antigonish.

Invite a local or provincial band council member to come to speak to the pupils about modern Indian lifestyles.

Take the class to visit the Nova Scotia Museum display on the Micmacs. Have them write a description of what they see or give them a series of questions to answer about what they see in the display.

OBJECTIVE

1. To identify the key explorers of Atlantic Canada and to indicate why these explorations were important.

Skills:
Interpreting maps and globes (III.B)
Understanding time and chronology (IV.B.)

Shared Skills:
Evaluating information (II)

Select two or three explorers from the following: the Vikings, Prince Henry Sinclair, Cabot, Cartier, Nicholas Denys, Champlain, and find out:

(a) where the explorer came from
(b) why he came
(c) the route and manner in which he travelled
(d) the hardships involved in the exploration
(e) the expectations the explorer had
(f) discoveries made by the explorer
(g) the explorer's reactions to what was discovered
(h) the implications of that explorer's discoveries

Have the class make a time line of important explorations.

Have the pupils make a series of pictures or a mural depicting the arrival of the various explorers.

Have the pupils read, write and collect stories and poems about the explorers, discovery, the sea.

Have the pupils examine sources (such as *The Navigators* and the story of Prince Henry Sinclair as found in *Gage Comprehension Strategies 2*) to learn about problems faced by early explorers. Have them role-play the hardships faced in travelling from Europe to America.

Have the pupils read about the sizes of some of the ships used by the early explorers. Have them pace off the dimensions of the ship(s). Compare the ships to modern vessels. On a suitable map, review the route(s) taken by the explorer(s) and the places visited and/or discovered.

Have the pupils talk about early superstitions and how people felt the earth was flat and that travellers would fall from its edge.

Help the class to discover for themselves why these early voyages were considered important by having them suggest what the new world had to offer Europe.

Have the pupils discuss the bravery of these early explorers.

Have them discuss the changes brought about by these early explorers; e.g., settlements sprang up, more people began to travel and explore new lands, etc.

Have the class find and analyze the significance of place names (e.g., Cabot Trail) which relate to these explorers.

OBJECTIVE

NOTE: Objectives 1 and 2 can be developed at the same time.

1. To identify early settlements (1600's to 1750's) in Nova Scotia and to indicate reasons for these settlements.

Have the pupils select some of the settlements made between 1600 and 1750 (e.g., Port Royal, Annapolis, Halifax, Louisbourg) and do a detailed study. Each study should include the following points:

(a) from where the settlers came
(b) when they arrived
(c) where they settled
(d) reasons they chose this location
(e) difficulties they faced
(f) the outcome(s) of their settlement attempts

2. To examine some of these settlements in order to be aware of the life-styles of the settlers and the significance of their settlement to Atlantic Canada.

Have the pupils examine topographical maps of Atlantic Canada and to suggest, with reasons, areas most obviously suited to settlement.

Have the class make a timeline for major settlement attempts.

Have the pupils write imaginary letters from settlers to families in Europe telling about life in the settlement.

Discuss common patterns of early settlement and development, i.e., coastal areas being the first to be explored and settled; settlement along transportation routes. Using a map of the Atlantic Provinces which shows major river systems and accompanying valleys and estuaries, point out how the nature of the coast encouraged the fishing industry; indicate how the major rivers became the major highways and encouraged settlement along the river system; indicate how major harbors provided potential for shipbuilding and trade centers because of the protection and access they gave to sailing ships.

Skills:
Interpreting maps and globes (III.B.C.D.E.)
Understanding time and chronology (IV.B.)

Have the pupils make a mural to illustrate various historical events which happened to the French in Acadia from the settlement at Ste. Croix to the Treaty of Utrecht in 1713.

Have the pupils make a collection of stories and poems about various historical happenings in Acadia up to 1750; e.g., Order of Good Cheer, Charles la Tour.

Shared Skills:
Evaluating information (II)

Have the pupils role-play a particular historical happening in or related to Acadia up to 1750.

Have the class develop a simultaneous time line which illustrates French and English activities in Acadia. Have the pupils note how initial interest by both groups increases and decreases, and how at times, these interests conflict; then comes to a head with resulting confrontation.

Develop with the class a chart which shows how the geographical features influenced settlement.

Have the class make a group book of biographies of persons who played important roles in the early days of settlement in Nova Scotia.

OBJECTIVE

3. To identify later settlements (1750's to 1900's) in Nova Scotia and to indicate reasons for these settlements.

Using the study points (a) to (f) given for the first activity under Objectives 1 and 2, have the pupils select, for more detailed study, 5 or 6 (or more) settlements or groups of settlers from those established between the 1700's and 1900's. Possible choices include: Lunenburg, Beausejour, "Foreign Protestants", Irish, Scots, Preloyalists, Loyalists, the Blacks (including the Black Loyalists, Maroons, and Chesapeake Blacks).

Have the class trace the movement of various groups which have settled in Nova Scotia by constructing a wall display, using a world map. Use yarn or string to show routes of migration.

4. To examine some of these settlements in order to be aware of the lifestyles of the settlers and the significance of their settlement to Atlantic Canada.

Have some pupils find out which areas of Europe were most heavily populated. Have them suggest reasons for this, supporting their arguments by using a map and referring to some events occurring in Europe at this time. (Library resources should give suitable information on events.)

Have the pupils select a European country they might wish to leave and write letters of application to the king or ruler requesting permission to relocate in the new world and giving reasons for wishing to do so.

Review early Acadian settlements. Have the pupils make a map showing the location of the Acadians before and after the expulsion. Does this help to explain why there are "pockets" of French settlements in some areas? Have the pupils find out the events of the expulsion.

Skills:
Problem-solving (II)
Interpreting maps and globes (III.B.C.D.E.)
Understanding time and chronology (IV.B.)

Have the pupils view appropriate films, filmstrips, educational television programs, on settlements in Nova Scotia. Discuss the lifestyle portrayed.

Have groups of pupils present the information to the rest of the class (e.g., panel presentation, bulletin board display, mural) on one of the topics listed below (as it relates to Nova Scotia):

housing	transportation	justice
clothing	communication	education
trade	religion	

Shared Skills:
Evaluating information (II)

Have the pupils compare (chart, mural, model) the way selected activities (e.g., lumbering, farming) were carried out in the past and the way they are carried out today.

Have the pupils set up a display of artifacts, pictures and write-ups to show a past way of life; e.g., pioneer days (generally), Acadian life, life in a Cape Breton highland village.

Have the class continue the group book (begun in the previous activity) and add biographies of persons who played important roles in Nova Scotian life since the 1750's.

OBJECTIVE

Pupils could visit one or more of the historic houses and sites found in Nova Scotia. What does the particular house or site reveal about the life of the people? (Appropriate houses have been identified for each decade from 1750 to 1850. See page 133. Additional information may be obtained from the Nova Scotia Museum.)

Write to the Provincial Archives to obtain copies of Church's sketch maps of towns and villages in Nova Scotia. Ask for the one for your area (small charge for xeroxing). Have the pupils examine the map and identify features still in existence today.

5. To identify important historical fortification sites and reasons for their locations.

Skills:
Problem-solving (II)

Have groups of pupils display information (print and visual), in chronological order, on the various fortifications built in Acadia; e.g., Port Royal, Citadel in Halifax, Louisbourg. The information should include who built them and why; some of the major conflicts between the French and English over these fortifications; the effects on the settlers when the authority changed.

Take the pupils on a field trip (see page 119) to a fortification; e.g., Louisbourg, Halifax Citadel. Have them find out why and when the fortification was built; how it was built; why it was important; what kind of life the people led who lived at the fortifications. If a trip is not feasible, obtain pamphlets (from Parks Canada) on the fortifications, or invite a resource person from Parks Canada to visit and tell about the fortification.

Simulation: A pupil is in charge of a hypothetical government expedition to select the site of a new fortress in Atlantic Canada. A site is chosen. The pupil defends his/her choice and uses small scale maps to point out the advantages of the immediate location, e.g., natural harbor. He/she uses large scale maps to indicate its advantageous location in relation to the rest of Atlantic Canada.

OBJECTIVE

1. To identify various ethnic groups which came to Nova Scotia up to 1900.

Review the ethnic groups identified in Unit III (settlement) and Unit I (Native Peoples).

Using a map previously made or suitable transparencies, locate communities of different cultures (e.g., Germans, Scots, English, Acadians). Have the pupils discuss why many of these groups have not changed their location today.

2. To identify more recent immigrants to Nova Scotia.

Have the pupils survey the immediate community and make a list of recent immigrants to the area; classify each in terms of ethnic background and the country from which they came. On a map, locate these different countries of origin. Have the pupils make a world map and link countries of origin to Nova Scotia.

Have the class examine data from the most recent census to determine ethnic groups found in Nova Scotia today (*Atlantic Year Book* has information).

3. To recognize the diverse cultural heritage and richness of Nova Scotia.

Gather and display brochures, pamphlets, posters from around the Maritimes depicting various cultural, athletic, social events which have an ethnic flavoring; e.g., Antigonish Highland Games, Lunenburg Fisheries Exhibition, Acadian Festival.

Have interested pupils make a family tree, illustrated if possible, and trace their family roots to four or five generations. Identify ethnic backgrounds involved.

Using the information gained from Unit I and Unit III, have groups of pupils develop an audio-visual presentation using transparencies, overlays, and a tape recorder to show the diverse and rich cultural heritage of Nova Scotia.

4. To become aware of aspects of life-styles of various ethnic groups.

Have representatives from different cultural groups speak to the class about their history and present lifestyle. Have the pupils identify various ways the lifestyles have changed.

Show appropriate slides/films/filmstrips of various ethnic groups in Nova Scotia.

Designate certain days as "Acadian Day", "German Day", "Loyalist Day", etc. On each day have the pupils try to follow some of the customs of the group selected (costumes, food, music).

Have an "ethnic recipes day" - try to make in class some of the less expensive dishes from cookbooks such as *Out of Old Nova Scotia Kitchens*.

Have the class make a collection of arts and crafts developed by various ethnic groups in Nova Scotia.

Have some pupils display a ready-made collection of dolls in different ethnic costumes. Some pupils might dress dolls in appropriate ethnic costumes.

OBJECTIVE

1. To identify economic and geographic features of Nova Scotia which have given rise to the primary industries (farming, fishing, forestry, mining).

Skills:
Problem-solving (II)
Interpreting maps and globes (III.B.C.D.E.)

See note on pages 137-138 relating to industries.

Have the pupils examine their own community(ies) and identify the main geographical features. What are the main resources in the area and what industries are available? Have the pupils suggest ways the geographical features have affected these resources and industries. Which industries relate directly to the earth or sea?

Using the county profile for the school's county, have the pupils identify the main resources and the resulting industries.

Using appropriate transparencies and overlays (either teacher-prepared or commercially prepared), have the pupils identify geographical features, main resources, and industries for Nova Scotia and Atlantic Canada. (Appropriate atlases can also be used).

Show the filmstrip, "The Geography of Atlantic Canada". Have the pupils identify resources and industries resulting from the physical environment.

Have the pupils make their own maps showing the location of main geographical features, resources, industries in Nova Scotia. Some pupils may extend this activity to include other areas of provinces of Atlantic Canada.

Have the class color-code a large map of Nova Scotia, and if desirable, of the Atlantic Provinces, to show the major mining, fishing, farming, and forestry areas.

Divide the class into 4 or 8 groups. Have each group select one of the primary industries for detailed study. (All 4 primary industries should be studied).

- Where is the industry located and why?
- Does the industry take place all year long? If not, when?
- What kinds of fishing, farming, etc. are involved?
- What methods are used?
- Why and how is the industry important?
- Who is involved in the industry?

The information could be presented in the form of charts, murals, write-ups, maps, models, oral reports, panel presentations, drawings, etc. Information is available from such sources as filmstrips, county profiles, government departments, local resource people.

2. To identify secondary industries which grow up around primary resources, e.g., boat building.

Skills:
Problem-solving (II)

Shared Skills:
Locating information (I)

Using information gained from the activities under the previous objective, have the pupils identify several secondary industries which have developed as a result of a primary industry (e.g., fishing, boat building, fish processing). Have them do this for each of the four primary industries. You may wish to brainstorm with the pupils to indentify as many different secondary industries as possible. Relate each to the appropriate primary industry.

OBJECTIVE

Using one secondary industry from each of the four primary industries (identified in Objective 1), have groups of pupils develop a project on that industry. The pupils first might discuss the information they would like to have, and suggest ways of obtaining and presenting their information. Information should include:

- Where the industry is located and why
- When the industry was established in the area
- What products are made
- How important the industry is
- Who is involved in the industry

Have the pupils identify the location of five important secondary industries in Nova Scotia, and if desirable, in each of the other Atlantic provinces. On an outline map(s), indicate where these industries are located.

Have groups of pupils select one of the secondary industries from an Atlantic province other than Nova Scotia and do a study similar to the above. Compare with a secondary industry in Nova Scotia. The industries selected might be similar (e.g., pulp and paper in Newfoundland and Nova Scotia), or different (e.g., mining ore in Newfoundland or gypsum in Nova Scotia).

3. To identify main areas of population concentration and to suggest several reasons for these concentrations.

Skills:
Problem-solving (II)

Ask the pupils to find out from their parents why they chose to live where they do. Graph the results.

Have the pupils examine population maps of Nova Scotia and of Atlantic Canada. Where are the main areas of concentration (large numbers of people living in an area)? Identify reasons for this concentration (e.g., landforms, resources, industries). On an outline map, have the pupils indicate these areas of concentration.

Using information gained from previous units, have the pupils find out if these areas have always been areas of population concentration. Why or why not? Are some areas, previously high in population, now low? Why or why not?

Have the pupils identify several areas of low population. Have them suggest reasons for this. Might this change? Why or why not?

4. To suggest ways a region or area might be conserved or preserved for recreation and/or industry.

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Skills:
Problem-solving (II)

Using information gained from the previous unit, and gathering required additional information, have the pupils identify some activities being carried out by various industries, government agencies, and individuals to help preserve or conserve a region or area for primary industry and/or recreation. These include:

- 200 mile fishing limit, fishing quotas, open and closed seasons
- preservation of historic buildings and sites
- loans to farmers and fishermen to help them farm and fish
- conferences on family farming
- reforestation, selected cutting
- establishment of special recreation areas
- DREE

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OBJECTIVE

Have some pupils make a panel presentation, based on the findings from previous activities, on a particular primary and related (secondary) industry, e.g.,

forestry - selected cutting, reforestation, recreational sites
farming - special loans, conference on family farming, agricultural fair

Areas for recreation can be studied by having the pupils do the following:

Examine an area and propose a good site for recreation
List all the advantages this site has over other sites to see if it is really suitable and better than the other sites
Talk about its good natural features and how these can be bettered or added to
Discuss what should be in this recreational area
Draw pictures, maps or diagrams to illustrate their ideas
Compare plans and debate their relative merits

Plan a field trip to a recreational site and have the class suggest ways of preserving what is already there.

OBJECTIVE

1. To develop an understanding of what is meant by a service industry.

Skills:
Social studies material (I.A.)

NOTE: See note on page 138.

Select 4 to 6 items in the classroom and have the pupils identify some of the major steps involved in their production and distribution. Which aspects of the process could be considered belonging to a primary industry (fishing, farming, mining, forestry)? To a secondary industry (manufacturing)? What is left? How did the items actually get to the classroom?

Have the pupils follow a particular product from its source to the consumer (e.g., fish, milk, fruit, paper, steel). Identify primary, secondary and service industries involved.

From the above activities, help the pupils to gain an understanding of what is meant by a service industry. (The term "tertiary" could be used.)

Through brainstorming, have the pupils identify the services required *to market* selected products, e.g., vegetables, oil.

2. To examine some of the service industries and to recognize their importance.

Skills:
Problem-solving (II)
Interpreting maps and globes (III.B.C.)

Have the pupils identify some of the various services (e.g., trucking companies, gas stations, stores, schools) provided by the service industries in the community(ies). (a) What is the importance of each? (b) Where are the various service industries concentrated? (c) Do some services employ more people than others?

Using the above, have the pupils classify (group) these services into such topics as transportation, communication, tourism, construction, education.

Have the pupils classify advertisements (from a newspaper) for the various service industries.

Invite resource people from service industries to come to the school and to explain to the class the services they provide.

Have the pupils discuss the importance of different service industries.

Since one of the most important service industries in Nova Scotia today is tourism, have the pupils undertake a study to determine how and why this industry is so important.

Have the pupils examine their own community(ies) to determine what facilities, activities, and services are provided for tourists; e.g., restaurants, motels, special celebrations, tourist bureaus, historic sites.

How important is the tourism industry to the community? Invite a local tourist director from the community to discuss the attractions of the area and to tell how these attractions are promoted.

OBJECTIVE

For further activities on tourism, have the pupils:

Take a field trip - visit one or more of the tourist attractions.

Write a letter to several different tourist information centers asking for particulars of each area. Explore the information received and discuss such things as the cost of visiting the area; things to take, where to stay, things to do, etc. This could be concluded with an oral presentation of the findings.

Plot different tourist attractions on a map of the Atlantic region.

Make a bulletin board display of postcards, photographs, or pictures of areas of interest to tourists.

Design posters with catchy captions on the premise that these posters will appear throughout North America in travel brochures, magazines, etc.

Find out about such groups as the Heritage Trust of Nova Scotia; Federation of Museums; Heritage and Historical Societies of Nova Scotia; St. Andrew's Society; and decide if and how they help preserve things attractive to tourists and residents.

If an industrial park is located in the area serviced by the school, have a group of pupils examine the park and talk to some of the company managers or owners:

What industries are located in the park?

What services does the park provide that are appealing to the tenants?

What reasons do some of the managers/owners give for settling in the park?

3. To examine transportation and communication in Nova Scotia (and the rest of Atlantic Canada) and to explain why forms of transportation or communication which were important in one period were or were not important at another time.

Skills:
Understanding time and chronology (IV.B.)

Have the pupils examine a suitable map from the *Atlantic Docupack*. Where were the early railway lines? Find out about these early railways in Nova Scotia; e.g., the Intercolonial Railway. Have them examine a current map. Where are the railway lines today? What changes have occurred and why? (See *Railways in Nova Scotia*).

Have the pupils identify the types of transportation used in Nova Scotia and Atlantic Canada today. Were these always available? Why or why not?

Take the pupils to visit an industry associated with transportation or communication - an airport, a train station, a radio or television station. Invite a resource person from a transportation or communications field to visit the class, and tell about the industry.

From the types of transportation identified in the previous activity, have groups of pupils select two or three for further study. Have them identify:

Early beginnings

Introduction to Nova Scotia and Atlantic Canada

Effects

Location(s)

Changes from introduction to today

Further changes anticipated

Individuals who have played important roles

Develop similar activities for communication in Nova Scotia and Atlantic Canada.

OBJECTIVE

Have the class make a pictorial time line of inventions in communication and transportation.

Divide the class into groups and have them explore the importance to industry of trucking, ferries, superhighways.

Have the class discuss why we were able to get along without many forms of modern transportation and communication years ago.

OBJECTIVE	
	NOTE: Teachers may wish to do selected activities without undertaking a full unit study.
1. To define what is meant by government.	Review the concept of needs (Unit II, Grade 1 level; Unit V, Grade 2 level). Have the pupils identify needs they have which cannot be satisfied by individuals and/or families. How are these needs (e.g., roads, fire protection) satisfied?
Shared Skills: Working with others (IV)	Using the values given in Unit V, Grade 4 level, have the pupils discuss each of these. Do they think their values have changed in the past several years? Add other values identified by the class.
2. To identify reasons we need government.	Present appropriate pictures to the class (e.g., policeman directing traffic), and ask the pupils to identify services provided by the government.
Shared Skills: Working with others (IV)	Play a simulation game (e.g., shipwrecked on a deserted island) with the pupils and have them discuss how they are going to try to survive. Is a type of "government" needed?
	Using appropriate films and filmstrips, such as the National Film Board series on *Government of Canada*, help the pupils to develop an understanding of how government works.
	If feasible and permissible, have the pupils start a student government. Hold an election for various class positions.
	If possible, have some of the pupils interview people at various levels of government to learn more about their jobs.
	As a creative writing assignment, have the pupils describe what society would be like *without* government.
	Have the pupils present a two-act play: one act showing life without government, a second act showing life with government.
3. To identify the three levels of government and to recognize some of the key officials at each level.	Set up a picture (photo) display of some of the key government officials at each level. Have the pupils write brief biographies of each and indicate their role and importance in government. These can be used for matching games, identification relays, etc.
	Using an appropriate picture (such as the one found in *One World Discussion Pictures*, Year 3), help the pupils to develop an understanding of some aspects of the federal government. Pupils could make similar pictures, with information, for provincial and municipal governments.

OBJECTIVE	
	Invite councillors and MLA's to discuss their role in representing the people who elected them and to describe how they are responsible to the people.
4. To help pupils become more aware of the roles of government.	Have the pupils scan newspapers for articles related to government. Organize these according to topic; e.g., highways, fisheries, education.
Shared Skills: Locating information (I)	Invite the Mayor, Warden, Alderman or Councillor to the class to discuss his/her role in municipal government, as well as the roles of other municipal government members and the workings of the council. Take the pupils on a tour of the City/Town Hall or Municipal Building and help them to get an insight into the workings of the various departments which make up municipal government. What is the difference between elected officials and civil servants?
	Obtain a listing of local county/city/town council committees and their functions. Have the pupils discuss the work of several of these committees.
	If feasible, take the pupils to a meeting of city/town/county council. Have them meet the alderman/councillor representing the children's ward. If possible, make the visit coincide with discussion of an important issue in the ward that the children would be familiar with.
	Take the pupils to a council session or sitting of the legislature to observe government at work.
5. To identify some Nova Scotians who have played a prominent role in government (and politics) in Nova Scotia and in Canada.	Joseph Howe Charles Tupper Robert Stanfield Angus L. MacDonald Sir John Thompson James Boyle Uniacke Others

RESOURCES - GRADES 4-6 LEVELS

	4	5	6
BOOKS			
• Allanby, *Shipbuilding in the Maritimes* (Ginn)			X
• Ashton, *The World of People: The Global Village* and Teacher's Resource Book (McGraw-Hill Ryerson)	X	X	
• Blakeley, *The Micmacs* (Addison-Wesley)			X
• Carroll, *Canadian Communities* and Teacher's Manual (Ginn)	X		
• Daly, *Macmillan School Atlas* (metric) (Macmillan)		X	
• Davis, *Canada and You* (workbook of map and globe skills) (Gage)		X	
Forrester, Man in His World Series (Fitzhenry & Whiteside)			
• *Longhouse to Blastfurnace* and Teacher's Guide	X		
Gifts of the Nile; China; The Greeks; Mexico Emerges; and Teacher's Guides		X	
• *The Navigators; An Ancient Atlas* and Teacher's Guide		X	
• Garrod and Neering, *Building a New Life* (Fitzhenry & Whiteside)	X		
Gilbert, *Pioneers* (Collier Macmillan)	X		
• Girt et al., *World Communities* and Teacher's Manual (Ginn)		X	
• Hadden, *The World of People: The Eastern Hemisphere* and Teacher's Resource Book (McGraw-Hill Ryerson)		X	
• Hayward *Early Man in Nova Scotia* (Nova Scotia Museum)			X
• Kiil et al., *The World of People: The Western Hemisphere* and Teacher's Resource Book (McGraw-Hill Ryerson)	X	X	
• *Making Maps; Teaching Guide for Mapping; Mapping Games* (McGraw-Hill Ryerson)		X	X
• Marchand, *Working for Canadians* (Prentice-Hall)			X
Martin, *Then and Now in Frobisher Bay* and Teacher's Guide (Gage)	X		
• Nathanson, *Canada Close-Up: Coast to Coast*	X		
Canada Close-Up: Je suis canadien	X		
Canada Close-Up: People of the Plains	X		
Canada Close-Up: Teacher's Resource Book (McGraw-Hill Ryerson)	X		

	4	5	6
• Neering and Garrod, *In the Pioneer Home* (Fitzhenry & Whiteside)	X		
• Owen, One World Discussion Pictures (Fitzhenry & Whiteside)			
Year 1 - How Families Live		X	
Year 2 - Families and Communities	X	X	
Year 3 - Interaction of Communities		X	
and Teacher's Manuals			
• Partlow, *Learning from Newspapers* (Canadian Daily Newspaper Publishers)	X	X	X
Patterson, *Changing People* (Collier Macmillan)	X		
Power, *Eskimos of Canada* (Collier Macmillan)	X		
Sutherland, *When Grandma and Grandpa Were Kids* and Teacher's Guide (Gage)	X		
Tomkins, *The Atlantic Provinces: Tidewater Lands* (Gage)			X
• *Tourism in Nova Scotia* (Ginn)			X
• *Yellow Pages of Learning Resources* (Group for Environmental Education)	X		
DISCUSSION PICTURES			
Canadian Social History Pictures (Book Society)	X		
• One World Discussion Pictures (Fitzhenry & Whiteside)			
Year 1 - How Families Live		X	
Year 2 - Families and Communities	X	X	
Year 3 - Interaction of Communities		X	
and Teacher's Manuals		X	
People of the Seal (Encyclopedia Britannica)	X		
KITS			
• *Atlantic Docupack* (Dent)			X
Black Heritage (Nova Scotia Museum)			X
Early Man in Nova Scotia (Nova Scotia Museum)	X		
Frobisher Bay (Gage)	X		
Grave Nova Scotia (Nova Scotia Museum)	X		
January 15, 1910 Kit (Gage)	X		
Pioneer Kit (Nova Scotia Museum)	X		
Rights of the Child (The) (Unicef Canada)		X	
Spotlight on Development - Kenya, Malaysia, Algeria (Visual Education Center)		X	
• *Where in the World?* (a mini map-pack) (Gage)		X	

	4	5	6
MAPS			
• *Set 1 - Three Historic Maps of Halifax*			X
• *Set 2 - Historic Maps of Nova Scotia: Marine Mysteries, Pirates, Privateers*			X
• *Set 3 - Historic Maps of Nova Scotia: Historic Sites, Ancient Acadia, Micmacs* (Atlantic Cartography)			X
FILMSTRIPS			
• *The Atlantic Provinces* (seven filmstrips) (National Film Board)			X
Nova Scotia (two filmstrips) (Educational Film Distributors)			X
Atlantic Provincial Capitals (four filmstrips) (Scholar's Choice)			X
EDUCATIONAL TELEVISION (Nova Scotia School Broadcasts)			
Around Us: "Population" (Science series)	X		
Social Studies	X		X
Yesterday's People			X
History in Use			X
Trade-Offs	X		
OTHER			
Unicef Publications (5614 Fenwick Street, Halifax B3H 1P9)		X	
Red Cross Publications, e.g., "One World/Why Care?"; "Why Should I Care?"(Year of the Child Material), P. O. Box 366 Halifax B3J 2P8		X	
International Education Center, Saint Mary's University, Robie Street, Halifax B3H 3C3		X	
Multicultural Association of Nova Scotia, 5516 Spring Garden Road, Halifax B3J 1G6		X	X
Nova Scotia Museum, other museums, historic sites and houses			X
Atlantic Yearbook (Unipress, Fredericton) Canada Yearbook (Supply and Services, Ottawa)		X	
County Profiles - available on each county in Nova Scotia (Nova Scotia Government Bookstore, 1597 Hollis Street, Halifax B3J 1V4)			X

	4	5	6
Industries and companies in Nova Scotia			X
Aerial Photographs, topographic maps on areas of Nova Scotia (Maritime Resource Management Services, P. O. Box 310, Amherst B4H 3Z5)	X		X
Local Studies P-12 Guidelines (Nova Scotia Department of Education)	X		

NOTE: In addition to the resources given above, teachers will find many other good resources. Also, see reference to resources at the end of this document.

•Materials available from the Nova Scotia School Book Bureau (1981-82 listings). Other resources listed refer to materials previously listed and which should be in most schools; and occasionally other material which should be easily obtained.

METHODS, ACTIVITIES AND IDEAS

Teachers of social studies should use a wide variety of methods and involve their students in many different types of activities. The following pages contain notes on some methods, activities and items which can be especially useful in the social studies program.

BULLETIN BOARDS

These are very useful for introducing a social studies unit or topic, illustrating a particular viewpoint, summarizing a unit or topic or general display. Teachers may wish to prepare the bulletin board for the first month or so, but then pupils should become involved, particularly when the display is illustrating a viewpoint or summarizing a unit or topic. Displays can be two-dimensional or three-dimensional, and should have a balance of print and illustrative material. Crowding or overloading the board should be avoided.

COOKING FOOD

Cooking food or eating food representative of various cultures/areas studied is an enjoyable way of becoming more culturally aware. If facilities are available, recipes, and even full meals can be prepared. If cooking facilities are not available, food might be prepared at home (by the teacher, parents of the pupils, representatives of various cultural/ethnic groups) and brought to school.

CURRENT EVENTS

Current events are all around us in the form of happenings in the community and events reported on the television, radio or in the newspaper. Pupils should be made aware of the world beyond themselves. By following a particular event for a short period of time, they can become more aware. If the above-mentioned media are not readily available to the pupils, the teacher could bring copies of newspapers to the classroom (or have those children who have copies bring them), or a selected part of a news broadcast could be taped. By using a suitable map (e.g., provincial, national,world), the places where events are happening could be located and marked with a label or pin or some other suitable marker.

DIARIES

Diaries can be written by the pupils who place themselves in the position of someone else; e.g., an Acadian boy of the 1700's, a worker in a coal mine, an explorer, an inventor, a child travelling from Nova Scotia to a country in Africa, a child travelling to Canada from India. A diary helps the pupils to think about everyday things and what it might have been like when...

DRAMATICS

Under the broad heading of dramatics are included the use of puppets, plays, skits, pageants, tableaus, dramatic play, role-playing, pantomimes and socio-dramas. Puppets are especially useful for younger children because this form of

drama gives them the opportunity to be "someone else". Children enjoy making and working simple hand puppets created from paper bags, socks, paper cups, scrap materials and the like. Animal puppets are also useful for recreating a problem situation and helping children to work out possible solutions.

Role-playing is a useful technique suitable for pupils of all ages. Role-playing works best if it arises out of a definite need in the classroom; i.e., some problem or issue which requires examination in detail. It is useful for promoting understanding among individuals whose attitudes and values differ widely. It permits an examination of various ways of behaving or responding and of alternative solutions to a problem.

FIELD/STUDY TRIPS

Field/study trips provide children with some of the most vivid educational experiences they may have. The community is filled with many opportunities for learning through observing under teacher guidance the many activities, industries and beauties of the pupils' environment. Such learning experiences can never be replaced by books, pictures or films.

The purposes of field/study trips are to motivate interest, gather information, correct erroneous concepts and false information, and to provide sensory impressions. The trips are useful in helping children answer questions which arise from a dramatic play, research or discussion.

The younger and more immature the children, the more important first-hand experiences are to them. Trips would probably start with walks through the school and around the school grounds, to a nearby grocery store or post office or to a site to watch construction work. More extended trips to the harbor, airport, farm or mine could also be undertaken by young children. Older children also gain much from firsthand experiences gained on field/study trips.

In planning for a trip, teachers should take the trip first, and where necessary, arrange for a suitable contact, e.g., the store manager. Plans should be carefully made to ensure that pupils derive as much benefit as possible from the trip. The children themselves need to see the need and value of the trip and to know how it will further their work. The children need to be given direction in the form of questions to answer, information to find, processes to observe.

All field/study trips need to be followed up in the form of sharing observations, recording the trip in a suitable form, and helping the pupils to understand the social studies aspects of what has been observed on the trip.

Most schools have developed procedures for field trips and teachers must check with their respective schools for details concerning these procedures.

FILMS

Good films can be useful for a number of reasons. They can bring to the classroom events and ideas which are difficult or impossible for pupils to see or experience in a normal school setting. (Television can also do the same thing. Re-enactment of events or developments, films of actual events, documentaries and newsreels bring pupils closer to the reality of the things which they are studying. Films can also help to contribute to the pupil's understanding of the various cultural and ethnic groups in the world, and bring alive what may be dull in a book.

There are various kinds of films which can be useful in social studies - educational films, dramatic re-enactments, films with little or no narration, films on issues, recreation of a time period, travelogues.

To use films effectively, certain procedures are needed. Teachers should preview the film to see that it meets the objectives of the lesson, is geared for the appropriate grade level, and that it is free from offensive or biased or very dated material (unless the film is chosen with these in mind). Prepare a lesson plan to go with the film and consider the question, "How will this film contribute to the learning of my pupils?" Have the room, projector and film prepared ahead of time. Generally, give the class some reasons why the film is to be shown and mention some specific things to look for while viewing it. (There are exceptions to this). Clarify any vocabulary problems. After they have seen the film, give the pupils an opportunity to react to it. Their reactions may be in the form of discussion, answering questions, post-testing, visual projects, or any combination of these. Keep a record of an assessment of the film in terms of its technical aspects (photography and sound), structure (organization, concept, writing, imagination), content (original, clear, up-to-date, accurate), and instructive value (achieving purpose, useful).

FILMSTRIPS AND SLIDES

These are useful visual aids which are easier than films to use. Schools and school systems often purchase their own sets of filmstrips and slides and therefore these materials tend to be more readily available.

A procedure similar to that used with films of previewing, preparing lesson plan(s), and doing follow-ups is needed if these materials are to be effective. A major advantage of filmstrips and slides is that the teacher has greater freedom in choosing the number of pictures to show. With slides, the teacher can arrange the sequence of pictures into any combination. With filmstrips, excerpts can be selected for showing, thus allowing greater freedom of emphasis.

GRAPHIC MATERIALS

Charts, cartoons, diagrams, posters, tables, time lines and maps are being used more and more in our everyday life. They are a special kind of language which helps us to understand many ideas and gain much information. They simplify complex ideas, show relationships, compare and contrast statistics, and indicate the steps in many processes.

Graphic materials can be used to mislead as well as to educate, so children need to learn how these materials can be misused.

The experience *chart* is probably the most frequently used chart in the Primary grade level. Through it, children, with the aid of a teacher, can learn to summarize and to place things in order. Charts can also be used effectively to summarize a trip made by the class or a film or filmstrip viewed by them.

Simple bar *graphs* can be introduced at an early point. This is more easily done if they include pictorial representations and focus, for the most part, on only a few elements; e.g., height of boys and girls in the classroom, birthdays (by month) of the children. In later grades, things such as population of various communities, the ethnic groups within a community, or the height of different buildings can be shown.

Various types of graphs, such as line and pie graphs, can be used.

Simple pictorial charts can be used to show primary children how milk moves from the farm to their home or the steps involved in written correspondence, from the writing of a letter to its delivery to a person.

At upper levels, charts can portray such varied things as the steps involved in making steel, elections to county council, the uses of trees, and the three levels of government.

Posters can help to create a stimulating environment for learning about a particular topic or geographical area. They may be commercially produced or prepared by the students. Often, useful information can be obtained from commercial posters, especially those produced by travel agencies, tourist and airline companies.

Cartoons are more difficult for young children to use; however, they can be useful for developing an understanding of sequence. For older pupils, the cartoons need to be carefully selected; often considerable background on the topics presented may be needed in order to understand the cartoons. Children can learn to produce their own cartoons based on their experiences and learning.

Timelines are a useful way of helping pupils to develop time concepts and can be used with younger children as long as the categories are kept simple, and drawings and pictures are used. For example, a timeline could be made using yesterday, today and tomorrow, and indicating through drawings and pictures, important happenings for each of these three groupings.

Timelines can be developed with the class as a community or country is studied. A timeline can be established for a particular period of time with key dates shown on it. As studies of the period progress, details can be filled in (e.g., development of transportation).

INTERVIEWS

Interviews and discussions with experts in certain subjects or with any well informed person are effective techniques for securing information.

First experiences with interviews may come at the lower elementary grade levels when children's questions may be answered by resource people in the community: a mother tells and shows how to bake bread or cookies; a policeman explains the many jobs in his day's routine; a father who is a farmer explains how he raises his corn crop; a fireman describes the equipment on his fire truck; the janitor explains the care of the school building and grounds; the cafeteria manager explains the preparation of the school lunch; and the nurse tells what is involved in physical examinations.

As children mature, they may be guided to seek more sophisticated information from city officials, foreign visitors, merchants, descendants of early settlers, scientists, historians, doctors and businessmen. Children need help in deciding whom to interview. In some cases, an appointment for the interview needs to be made by the teacher so as not to inconvenience a busy person and to assure a welcome for the children.

Interviews can be conducted by an individual pupil or by a small group. The interviewee must be prepared for the interview by the group so that he knows what information he is to bring and share with them. Through group planning, standards for an interview can be developed. These should include the following rules: be punctual; introduce yourself and state your purpose; ask questions clearly; take notes; listen attentively; do not waste time; thank the person interviewed when you leave.

MAPS AND GLOBES

As with the other skills taught in the elementary school, map reading skills should follow a program in which there is a systematic development of both skill and knowledge which leads to a better understanding of the world in which we live. The work in the primary grade is properly concerned with readiness rather than the teaching of specific skills themselves. However, the development of the readiness of children for map interpretation requires careful planning if it is to be effective. The readiness program begun at the primary level should lead to simple skills in the lower elementary grade levels. Building on these, teachers should develop more difficult skills in the middle and upper elementary grade levels.

A map skill program cannot and should not be separated from the rest of the social studies curriculum, nor indeed from the elementary school curriculum itself. Map skills must be taught as and when they are needed by the children.

Through the proper teaching of map reading skills, maps should become as familiar to the child as books and other reading materials. Maps of various kinds should be readily available in classrooms for immediate reference. (Maps should not be used merely as instruments on which the location of places is pointed out.) The skills involved in reading maps do not develop automatically; they must be taught. Each map skill to be learned must be introduced with proper motivation, and the appropriate re-teaching and drill must be provided.

Before children come to school, they have usually been introduced to some important ideas related to mapping. The children probably have toy cars, trucks and boats, toy furniture and food, toy farm machinery and animals, dolls; these are smaller replicas of the real item. Children use blocks to make buildings, arrange buildings to make neighborhoods, and use

string to outline roads; again, miniature versions of the real situations. The models built with blocks, boxes and other objects, as well as the toys, are miniature representations of the children's world as they see it. In moving these objects and positioning them in relation to one another, the children are developing and improving their spatial perceptions. The use of these activities will continue through the lower elementary grade levels.

At the primary level, children will place objects in relation to a space (e.g., place furniture in appropriate places in a doll house) and will begin to place objects on a drawing in some kind of perspective. A sandtable can help students develop an ability to place objects in meaningful relation to one another, as well as to make imaginary picture maps of known areas. Certain space concepts will be introduced - near, far, up, down, small, large. Teachers can begin to orient the children to the names of the cardinal directions - north, south, east, and west. If possible, a simple globe should be available for reference.

Although young children are not ready for the formal mathematics of mapping, there are a variety of mathematical experiences which relate to mapping and which help to prepare the child conceptually for work with maps and graphs. Experiences with mapping include:

- building models to represent real situations (farmyard, train, house)
- making diagrams and sketches to represent real situations in which approximate positions, directions and orientations are shown
- showing relations between sets of real things (hockey players and their teams, children and their homes, learning materials and their storage places
- estimating distances and orientation
- investigating shadow images (length, direction)
- examining real objects and their images in mirrors (flat, round, hollow, cylindrical, irregular)
- experimenting with slides, turns, and flips, using materials such as geoboards, dot paper, tracings, and mirrors

At the Grades 1 and 2 levels, maps of the home and school community, pictorial and semi-symbolic, may be introduced as specific topics are introduced. Maps of the community made by children should be displayed as they are constructed. If other types of maps of the community are available, they should be displayed, discussed, and compared with the children's maps.

A good class project which furthers the map readiness program is one in which the children draw their own seating charts or floor plans of the school room. Children are interested in knowing and writing the names of the other children in the proper place. This experience is a good beginning for learning about placing objects in their correct relative position as well as an introduction to the use of symbols to stand for certain objects - doors, tables, seats, desks, windows, wastebasket, and bulletin boards or blackboards.

The next plan to be made, as a natural outgrowth of the school room plan is a floor plan of a room at home.

After having had experiences with room maps, children should be introduced to simple maps of the community in the immediate vacinity of the school. This may be done as a class or group project, making one large map on the floor, or maps may be made individually by children at their desks or tables. The first such maps constructed should not try to show too large an area. The streets and buildings in the immediate area of the school are all that can and should be pictured on the first map. Also, this first map should be largely pictorial.

Later, other maps of the community should be made, showing a larger area than the first maps. These later maps may include nearby main streets. shopping centers with which the children are familiar, the library, fire station, or post office. Later maps should be less pictorial, making use of more symbols. Symbols can be used for houses and other structures. They can also be used for parks, stores, fields, and different kinds of roads. These community maps should be made with north at the top, south at the bottom, east to the right, and west to the left; i.e., the orientation which will be found most often on maps that will be used later.

In the fourth, fifth, and sixth grade classrooms there should be an abundance of different kinds of maps and globes.

In these grades the teacher should be aware of the map skills taught in the lower grades and should review these skills frequently. Symbols on maps, map keys, map orientation, the way in which a map helps us to picture the way a particular area of the surface of the earth looks, should be re-taught whenever possible.

In the upper elementary grade levels, children first begin to encounter in their work, large wall maps that use standard colors for elevation. It is extremely important that the teacher take time to show maps which use color for different purposes. When the first map is being studied that uses color to show the elevation of land, other maps which use color to show political areas or color to show the distribution of varying amounts of rainfall or population or natural resources should also be exhibited.

The use of color in certain ways should not be taught so exclusively that children will later have difficulty with other types of maps.

The correct teaching of color symbols provides an opportunity to review the use of the map key. Children should be given as many opportunities as possible to see how maps, through proper interpretation of the map key, unlock new knowledge. An upper elementary grade level teacher will need many different maps to help children in their search for information.

In these grade levels, maps are used to initiate an understanding of the word "climate" and its importance. While it is known that much of earlier teaching concerning climatic zones on maps and globes was inaccurate, maps and globes still need to be used to develop and stengthen knowledge of the major types of climate in the world and their distribution. Maps help children understand the factors which influence the distribution of and changes in climates.

It is usually during the upper elementary grade levels that children are first introduced to an understanding of parallels on maps and globes. This knowledge is best taught by first using the globe with its complete set of parallels and meridians. Through discussion and review, children can quickly see the importance of such a system for purposes of navigation and location. The transfer, then, from the lines on the globe to the parallels found on many of the wall maps, book maps, and desk maps the children are using can easily be made. The relationship between climate and elevation, and climate and location with a reference to the equator can be developed with the use of maps at this time.

Occasionally, maps with a simple type of scale are used in the lower grades. More often, however, the concept of the scale of kilometers of a map, or the drawing of maps to scale is developed in the upper elementary grades. As different maps are used, the teacher should be sure to call to the attention of the children the differences in scale and how this influences the interpretation of the maps. Children should be encouraged to use the scale on maps to measure distances wherever possible, and to discuss how such means of measurement might vary. Children should be shown maps of the same area which are drawn to different scales. These may be used in developing the understanding that the larger the scale used, the larger any specific feature will appear on the map.

In the upper elementary grade levels, also, ample opportunity should be given to using different kinds of symbols in map making and map reading. In these grades the teaching of common symbols that are used for such things as capital cities, railroads, mountains, deserts, and boundaries should be emphasized. During these years children will be using many different kinds of maps which employ these common symbols. Wherever possible, they should be encouraged to visualize each symbol in order to add to their knowledge about a region.

In working with maps, teachers need to keep the following in mind: maps show a representation of size or area, distance, position or direction and shape; any given flat map can only be accurate in one of these four ways. The globe is the only true representation of the earth.

OPEN-ENDED AND PROBLEM STORIES

Open-ended stories and problem stories (as well as problem pictures) provide teachers with opportunities for bringing a relevant problem or issue before the class. The stories or pictures may be created by the children themselves or by the teacher. The story or picture lacks an ending so that children can suggest one or more conclusions. Discussion relating to these conclusions can help children form opinions, attitudes, and values, as well as develop empathy for others.

PICTURES

Pictures are a very valuable source of information, particularly for students in lower elementary grade levels, but also for pupils of all grade levels and even for adults.

Pictures are useful for many reasons:

1. *To arouse interest in a topic.* This could be done with a display of pictures, a series of posters, or a good filmstrip or film, on the topic or area to be studied (e.g., the North). A single picture can emphasize an important individual (e.g., Joseph Howe) or event (e.g., lighting the eternal flame in Ottawa) or be representative of a geographical scene (e.g., an outport of Newfoundland).

2. *To provide substitute or vicarious experiences.* Examples of this use are: rural (prairie) or urban (city) community, a geographical location (desert), the world from outer space (satellite picture).

3. *To recall earlier experiences and to reinforce learning.* Pictures which illustrate ideas or concepts previously presented (e.g., clothing styles of different countries) are helpful.

4. *To correct erroneous impressions and stereotypes.* A single picture may create a generalization which results in a wrong impression; a series of pictures relating to the same topic or area of study can give a more accurate image (e.g., a picture of flat prairie land and a group of pictures on the Prairie Provinces; a picture of an Indian in traditional costume and a group of pictures showing native peoples in various roles).

5. *To enrich and encourage reading.* Slow and reluctant readers may become interested in a social studies topic if they can pursue a special interest; e.g., making their own illustrations of hair styles through the ages or photographing architectural styles in an area.

6. *To clarify values.* For example, a group of pictures, representative of various geographical areas and cultural groups, showing people participating in various religious events could be used.

7. *To develop skills.* Pictures which illustrate work performed by different community helpers or foods from different lands or various means of transportation can be found and grouped. A sequence of pictures showing the various stages in the development of a vegetable product (seed, growth, flower, harvest, canning, etc.) or a sequence of pictures showing changes in the community could be shown. Vocabulary terms (e.g., mosque, serape, pagoda, pyramid) could be introduced and reinforced through illustrations. Comparing and contrasting two geographical areas or two historical periods, reading, interpreting, and inferring information can all be promoted through pictures.

8. *To promote a good self image.* Photographs taken by the pupils themselves can be used to illustrate positive aspects of themselves and their families.

9. *To stimulate the quiet students.* Groups of pictures could be given to groups of pupils for examination, exchange of comments and even exchange of pictures, followed by general discussion, a display of several selected pictures, and a short reading assignment.

10. *To sharpen interest in current events and contemporary problems.* This can be done with pictures from newspapers and magazines which relate to current happenings and concerns and which can be related to television and radio news broadcasts and documentaries.

11. *To share experiences with students in other schools.* A collection of pictures which illustrate various aspects of the community(ies) in which the pupils live could be made and sent to another school area (in the country, province, or another country) in exchange for a similar collection.

Pictures can be obtained from a variety of sources - old and current magazines, old textbooks and tradebooks, government agencies, travel bureaus, embassies and information services, (on loan from) local and provincial libraries and curriculum centers. Also useful are pictures taken by pupils/teachers/parents, postcards, pictures in current events papers and newspapers, commercially prepared study prints. In addition, various companies and organizations often produce teaching material, including pictures. See the annual lists of *Free and Inexpensive Learning Materials*, published and sold by the Division of Surveys and Field Services of the George Peabody College for Teachers, Nashville, Tennessee 37203. Also, small inexpensive booklets entitled *Sources of Free Pictures*, *Sources of Free Travel Posters and Geographic Aids*, and *So You Want to Start a Picture File* are available from Bruce Miller Publications, Box 369, Riverside, California 92502.

When *using pictures*, the following should be kept in mind. Pictures are a two-dimensional representation of a three-dimensional world, and the interpretation of the pictures will depend on the viewer's experience and powers of discernment. The three levels of picture-reading skills are recognition and identification; description; interpretation and inference. By carefully thought-out questioning, a teacher can guide students in picture interpretation. Pictures are readily available and inexpensive; attract and hold attention; are easier to "read" than print; stimulate creative expression; can overcome the bounds of space, time, and size; may readily be correlated and integrated with other media; can suggest motion; are excellent for individual or small group use; may be put on display or left for study and appreciation. It is better to use a few well-chosen pictures than a large number of less carefully selected ones. Showing pictures in a series can be very effective and continuity is important.

[Largely adapted from "Reach for a Picture" by Leonard S. Kenworthy. *How To Do It* Series (Series 2, No. 3). National Council for the Social Studies, Washington, 1977].

RECORDING AND REPORTING

Children should record results of all their investigations. The "experience story" format used in language arts is ideal for younger children because it enables teachers to draw the desired conclusions from the activities and summarize them in language suitable for the child. Children will learn to do this for themselves as they get older and become more experienced.

Expectations of elementary school children in this undertaking must be formed in light of the children's age and experience. There has been a tendency by some teachers to overdo the "writing up" of activities.

Recording by itself is of little use if it does not lead to some further learning activity. The teacher should ask children to talk with one another, or report to the class as a whole, from notes that have been made during activities. Activities which require reconsideration of results of several months ago will motivate children to keep records of their work. Questions used in the evaluation process might be designed to require answers from children's records, thus encouraging careful recording.

As high a standard of English usage should be required in the social studies class as in the language arts class. Alternative methods of recording such as listing, making tables, graphing, drawing, and taking photographs, should also be encouraged.

RESOURCE PEOPLE

Many different kinds of persons are valuable sources of information for children. Community helpers such as policemen, firemen, milkmen, janitors, grocers, visitors from or to foreign lands, a pilot, conductor, radio or television broadcaster, government officials - are only a few of the persons who might be invited to meet with the class to answer questions and give information.

The skills of inquiry needed when resource persons are used are the skills of asking the right questions, listening carefully, taking notes so the information is accurately recorded, and discriminating in the selection of the resource person in the first place.

Children need to ask: Who is an authority on this question? What makes him/her an authority? Likewise, when they listen to a fellow pupil report information, they need to ask: Who told you? What is the source of your information. What books did you use?

In planning for the use of resource persons, the children should clarify needs and the questions they want answered and should determine standards of conduct and procedure. For example:

Who is to contact the person and invite him/her to come?
Who will make the introduction?
What questions are to be asked?
Who is to ask questions?
How do we show our appreciation to the speaker?
Who will explain our problem to the visitor?

RESEARCH SKILLS AT THE ELEMENTARY LEVEL*

Plagiarism in report writing is a problem faced by all teachers from the elementary to the university level. If the first steps in report writing are taught at an early age, probably in Grade 3 level, the pupils will be introduced to skills which will encourage them to do their work rather than to plagiarize. The pupils gain a better understanding of a topic if they reinterpret it through maps, graphs, charts or diagrams. The better the pupils understand their topics, the more likely they are to express themselves in their own words.

The teaching strategies described below are useful for introducing younger pupils to report writing.

1. *Using a filmstrip to develop outlines and make notes* - The teacher may select a filmstrip concerned with an area of study. She/he should preview the filmstrip making sure that it is possible to outline the content. The filmstrip is then shown to the class. The captions are read orally and discussed. The filmstrip is then shown a second time with the captions covered. Students are asked to write new captions for the pictures remembering what they learned during the first viewing. Students are shown how to develop an outline as they make their notes. This activity may be repeated periodically until the student is able to outline the content of a filmstrip.

2. *Writing captions for pictures* - The teacher undertaking this activity should select a broad topic for her/his class such as trees, cities, or Canada. Students cut pictures from magazines that they think are relevant to the topic. The student makes a booklet pasting one picture on each page. Under each picture, he writes an appropriate caption using facts he has learned during the study. When the pages for the booklet have been completed, the content of each booklet may be organized under sub-headings.

If a teacher wishes to narrow the topic, she/he may prepare stations with a picture at each station. Students are required to move from station to station writing a suitable caption for each picture.

3. *Asking and finding answers to questions* - The teacher may bring to class an object such as a live turtle, sea shell, sample of swamp water, sheaf of wheat, frog, or stuffed animal or bird. Students are encouraged to ask all the questions they can about the object. Questions are listed on the chalkboard. Students should have formal instruction in using tables of contents, indices, dictionaries, and encyclopedias. Each student is then required to answer one of the questions. Resource materials may be borrowed from the library for students to do their research. Each student is required to report his findings orally to the class.

*Adapted from "Developing Research Skills at the Elementary Level" by Marguerite V. Burke, *The History and Social Science Teacher*, Volume 12, Fall, 1976. Reprinted with permission.

4. *Reporting a holiday* - When a student takes a holiday with his parents during the school year, the teacher may ask that he prepare a written report. When he returns, he reports orally to the class using souvenirs and pictures to supplement his remarks. Students should be encouraged to ask penetrating questions. Social studies concepts may be developed incidentally through this activity.

5. *Play "experts"* - The teacher may select a limited topic of particular interest to two students. These two students become the "experts" and learn as much as they can about the topic. The class, with the aid of resource materials, make up questions about the topic. The teacher may check to see that each student has one good question and its answer. The students ask the "experts" their questions. The objective of the game is to ask the "experts" questions which they cannot answer, but which the class can. The teacher or a student may keep score on the chalkboard giving the experts points for the questions they can answer. The class is given points for questions that "stump" the experts but [can be answered by] one or more of the other students in the class. Suitable topics for this game include the life of a person such as Radisson or Champlain, an industry such as the fur trade or dairy farming, or an event in history such as the Battle of Britain or the Winnipeg General Strike.

6. *Present a limited number of facts to the class* - Each student in the class is given an article such as a news report, an editorial, or a chapter from a textbook. He is asked to read the article, then select and record five facts which he presents to the class. The class ask questions about these facts providing the student with the opportunity to expand orally on the article he has read.

The activities described above have been used successfully with Grades 3, 4, 5, and 6 levels. Modifications have been made according to the nature of the class. Students who have had this pre-training for report writing, demonstrate greater skill in reorganizing materials and avoiding plagiarism when they write more formal reports.

SURVEYS

Simple community surveys are a technique by which older children can get data about recreational needs, hospitals, and other health facilities, traffic hazards, cultural and educational resources, needs of the community, and school problems. Surveys are valuable educational experiences for children. They can elicit community interest and can lead to community action. Care should be taken that the survey is not too ambitious for children, that the kinds of data sought are of interest to them, that they are adequately prepared when they go into the community. If recreational facilities in the neighborhood are inadequate, the children, guided by the teacher and the school's physical education department, if there is one, can ascertain the playgrounds, recreation centers, and parks available, the number of children using the facilities, and the number needing play space. They can then present their data and their recommendations to school and community officials for improving the situation. Some surveys of this kind have resulted in traffic lights being installed or in the building of traffic overpasses.

Community projects resulting from surveys help the children to feel a part of community life. Children concerned with the pollution of the environment can survey the things in the neighborhood and community which contribute to pollution and can recommend steps to be taken to correct them. They can participate by collecting bottles, paper and cans and by cleaning up empty lots and other places where trash has collected. They can conduct a campaign throughout the school against litterbugs and against the use of disposable bottles, cans, cartons, and dishes.

ADDITIONAL INFORMATION

The following section provides additional guidance on some useful sources of information and on some ideas and terms of special importance to social studies teachers.

ARCHIVES/MUSEUMS/HISTORICAL SITES AND HOUSES

The use of the Public Archives of Nova Scotia and the Nova Scotia Museum and its branch museums can be very beneficial for teachers and pupils of social studies. While a class trip to these places is an excellent learning activity, much valuable information and insight can be gained by personal research on the part of the teacher or by the pupils writing for information and using the resources made available by these facilities.

The Public Archives is the main repository of material relating to Nova Scotian history. In its new building, located at the corner of Robie Street and University Avenue in Halifax, such resources as a selected library, newspapers, manuscripts, maps, tapes and photographs are available.

Tours of the Nova Scotia Museum, 1747 Summer Street, Halfiax and its branch museums throughout Nova Scotia provide valuable insights into our heritage. A museum loan system has been established whereby teachers may borrow kits, collections, or slide sets. These are available from several provincial distribution centers as well as the Nova Scotia Museum in Halifax, and topics range from pioneer crafts to river insects.

These provincial distribution centers are located as follows:

AMHERST	Cumberland Resource Center
BRIDGEWATER	Desbrisay Museum
GLACE BAY HIGHWAY	The College of Cape Breton
PICTOU	The Hector Exhibition Center
SCOTTSVILLE	The Education Center
SHELBURNE	Ross-Thomson House or Shelburne Museum
SHERBROOKE	National Exhibition Center
TRURO	Colchester Historical Museum
WOLFVILLE	Teachers' Resource Center, Acadia University
NEW MINAS	Teachers' Center
YARMOUTH	Yarmouth County Historical Society Museum

In addition, there are a number of local museums and historical societies:

Cape Sable Historical Society, P. O. Box 42, Crowell, Nova Scotia B0W 1S0

Colchester Historical Museum, P. O. Box 412, 219 Young Street, Truro, Nova Scotia, ATTENTION: Curator

Curator of Collections, Fisheries Museum of the Atlantic, P. O. Box 1363, Lunenburg, Nova Scotia B0J 2C0

President, Historic Restoration Society of Annapolis County, P. O. Box 358, Annapolis Royal, Nova Scotia B0S 1A0

La Société Historique Acadienne de la Baie Ste. Marie, Université Ste. Anne, Church Point, Nova Scotia B0W 1M0

Secretary, Little School Museum, Lockeport, Nova Scotia B0W 1M0

Millbrook Band Council, Cobequid Micmac Museum, P. O. Box 634, Truro, Nova Scotia B2N 5E5

Mount Saint Vincent Art Gallery, Seton Academic Center, Mount Saint Vincent University, Bedford Highway, Halifax, Nova Scotia B3M 2J6

Director/Curator, Musquodoboit Railroad Museum, P. O. Box 99, Musquodoboit Harbor, Nova Scotia B0J 2L0

Parkdale-Maplewood Community Museum, Barss Corners, R. R. #1, Lunenburg, Nova Scotia B0R 1A0

Scotian Railroad Society, P. O. Box 798, Armdale, Nova Scotia B3L 4K5

Shelburne Historical Society, P. O. Box 39, Shelburne, Nova Scotia B0T 1N0

Tupperville School Museum, R. R. #3, Bridgetown, Annapolis County, Nova Scotia B0S 1C0

President, Weymouth Historical Society, R. R. #3, Weymouth, Nova Scotia B0W 3T0

Yarmouth County Historical Society Museum, 22 Collins Street, Yarmouth, Nova Scotia B5A 3C8

Federation of Museums, Heritage and Historical Societies of Nova Scotia, 5516 Spring Garden Road, Suite 305, Halifax, Nova Scotia B3J 1G6

The Nova Scotia Museum complex has many historic houses and sites throughout Nova Scotia which provide unique glimpses of Nova Scotian history. These historic sites and houses are available for class tours. If these are not feasible, most sites can provide brochures in response to written requests from pupils. Pupils probably would have an avid interest in the site in their area. Examples of these sites are:

1. Ross Farm, New Ross - 1817
2. Perkins House, Liverpool - 1766
3. Ross-Thomson House, Shelburne - c1785
4. Prescott House, Starr's Point - c1814
5. Haliburton House, Windsor - 1836
6. Uniacke House, Mount Uniacke - c1815
7. Lawrence House, Maitland - c1870
8. McCulloch House, Pictou - c1806
9. Cossit House, Sydney - c1787
10. Sherbrooke Village, Sherbrooke - 19th century
11. Balmoral Grist Mill, Balmoral Mills - c1874

CEMETERY STUDY

Cemetery studies provide an interesting way for pupils to examine, at first hand, a primary source of information.

Deborah Trask of the Nova Scotia Museum has produced a very interesting book, *Gravestone Carving and Carvers in Nova Scotia*, which teachers would find very interesting and informative for cemetery studies.

Before undertaking a cemetery study, teachers should briefly explain or review with the pupils, the background of the area. Permission to visit the cemetery should be obtained from the respective groups - "keepers" of the cemetery, the school authorities. Children must be made aware of the need for quietness and respect in the cemetery area.

Begin the study by making the children aware that older headstones, e.g., nineteenth century, have a weathered look while recent ones are usually shiny. Take the pupils to one headstone and have them note the information which can be acquired - name, country deceased person came from, age at time of death, other information (e.g., how person died, symbols, verse, or comments on stone). Pupils might then examine various selected headstones, or various sections of the cemetery. They might be given a series of questions to answer from the information on the stones. When the initial studies are completed, the information might be organized into charts or graphs showing countries of origin, ages at death; displays of drawings of symbols; collections of sayings.

An examination of a number of headstones will usually show:

(a) A large number of deaths of children under 10 - Pupils can then be asked to guess why so many young children died at an early age (e.g., lack of doctors, lack of modern medicine, danger of flu and other epidemics, lack of knowledge of disease prevention, lack of innoculations to prevent childhood diseases).

(b) A surprising number of people lived into their 80's and 90's - Children might guess why this was so. (The nature of farm work provided much exercise, fresh air, good food, and an overall healthy life.) This can be contrasted with our modern life (e.g., many adults get little exercise and insufficient fresh air, are overweight, subject to tension, etc., presence of pollution in modern environment.

In addition to the book cited earlier, teachers will find the Nova Scotia Museum multi-media kit, "Grave Nova Scotia - a Cemetery Study", very interesting.

CHANGE

The world is being constantly changed not only by natural forces, but also by people's own activities. Pupils must be made aware of change and its impact on the past, and the present as well as effects it may have on the future way of life. Pupils should examine changes in their own community in order to better understand the impact of change in other communities and its possible effect on the world of the future.

An extremely complicated network of interrelationships, both natural and human, is evolving in the world today. Interaction between nations, between regions, and even within small communities is accelerating because of advances in transportation and communication. It is important to be aware of these spatial interactions in order to gain a better perspective of the world today and to predict the effect of any actions and changes on human life. Changes in natural phenomena also affect our way of life and our environment.

CULTURE gives meaning and direction to our lives; it provides criteria for decision-making; it involves ways of perceiving, believing, behaving and interpreting, i.e., coping with living.

Learning about culture is an important component of the elementary social studies program. By exposing pupils, at a very early stage, to various aspects of their own and other cultures, they can develop a more positive identity and an effective approach to themselves and to other people who are different from themselves, an approach characterized by tolerance, acceptance, understanding and appreciation.

Culture is the way individuals or a group of people think, feel and act, and evaluate their lives and interpret the world around them. It includes their language, religion, values system, arts, beliefs, morals, laws, customs, institutions and all the other things they do and produce. These are passed on within the family, community, region, or nation. Cultural values determine the way community members use or respond to their environment and the decisions they make.

By studying other cultures as well as their own, pupils will be more able to understand their own culture and to define and develop their own cultural values which help to provide background for decision-making. Cultures must be evaluated in light of themselves and not in terms of another culture.

The investigations in this elementary social studies program identify and explore various elements of culture. The values, skills, and thought patterns of people are explored as the pupils consider:

1. traditions, customs, institutions
2. food
3. fashions, clothes
4. architecture, art
5. economics, employment
6. the people and their activities
7. communication, the most important aspect of culture; the modes of communication are language (shapes what and how we think), literature, music, dance, theatre, etc.

Through cultural (linguistic, religious, economic, political, social, etc.) and physical (landform, climatic, vegetation, mineral, etc.) patterns, the pupil can view (with the mind's eye, i.e., understand, hopefully) the differences and similarities that exist among people in various parts of the world, and begin to determine (appreciate, i.e., value) the reasons for them.

Marshall McLuhan has aptly defined the world we live in as a global village. The concept of globalism requires an understanding of our world and an appreciation of our global relationships. This enables us not only to view information with a global perspective, but also to determine how we fit into the global scheme of things.

A number of different terms are used to describe various aspects of culture. The following explanations will help the teacher in teaching about aspects of culture or multiculturalism.

Cultural pluralism is used to refer to a society in which several diverse ethnic groups co-exist.

An *ethnic group* is a group of people who share a common culture based on territory or national origin, history, language, customs, religion or any combination of these.

Ethno-centrism refers to the tendency to view and evaluate other people and cultures from the perspective of one's own culture, instead of viewing another culture from its own perspective. It usually refers to viewing other cultures as inferior to one's own.

Stereotyping refers to the tendency to label all members of a group as having the same characteristics, and to emphasize differences that separate groups, rather than emphasizing similarities. Stereotyping is often closely related to prejudice.

Race in its original and true meaning, referred to genetic and physiological characteristics (e.g., nose, hair, lips, body shape and size, skin color, etc.) of the world's peoples: Caucasoid or "white" race, Negroid or "black" race, and Mongoloid or "yellow" race. It is interesting to note that some members of the "white" race may be very dark, while similarly, members of the "black" race may be very light in skin tone. Race today has little, if any, meaning. Because *racial "purity" has been lost*, race defines nothing in particular.

Prejudice (prejudging) or *bias* (inclination towards or preference for) refers to forming an opinion about something or someone without sufficient evidence to support the opinion and judging the evidence unfairly. Some forms of prejudice are harmless (e.g., liking cats, hating dogs), but when prejudice involves unproved, unfounded beliefs concerning our relationships with other people, it becomes dangerous.

Discrimination is an action or behavior which may result from a prejudiced feeling, e.g., not renting an apartment to a person because of color, religion, ethnic origin, or sex.

NOTE: Pupils do not need to be taught the preceding terms and their explanations, but teachers need to be aware of (understand and differentiate between) them, and to cope with any undesirable attitudes which may exist toward other cultures.

COMMUNITY STUDIES

For the purpose of this guide, a community is any group of people who live in a definable geographic space; who have values and customs in common; who face common problems and are able to devise workable solutions to them; who have developed a means of communication; and who see themselves as members of a community. Members of a community function both as group members and as individuals. The major features of any community are: physical features; size; variety of people; ways of earning a living; transportation and communication system; natural resources; values and religious beliefs; lifestyles; type of government; health services; education, recreation and cultural opportunities; changes which have occurred and are now going on in the community.

DEVELOPED AND DEVELOPING COUNTRIES

The terms "developed" and "developing" are often used when grouping countries. These terms refer to the coundry's industrialized base and to its ability to exist without substantial aid from outside the country.

Social studies scholars usually group the countries of the world into three camps. Two of these camps are referred to as "developed countries" while the remaining camp is referred to as the "developing countries".

The so called "developed countries" include the capitalist countries such as the United States, Canada, New Zealand, Japan, and several socialist countries found in Western Europe such as Sweden, as well as the communist based countries such as the United Soviet Socialist Republic, China, Cuba, and Eastern Europe.

The capitalist and socialist based countries contain approximately one-tenth of the world's population, are highly industrialized, have diversified economies, and their citizens usually earn more than $4,000 per year. The communist based countries contain approximately two-fifths of the world's population, are considerably industrialized, and have a stable economic base.

The so called "developing countries" include the countries usually referred to as those belonging to the "third world" and consist of most of the countries in Asia, Africa, Latin America, Central America, and the Caribbean. The countries combined, contain more than one-half of the world's population, have a small industrial base, and their citizens earn less than $300 per year.

NOTE: The above is for teacher information only.

INDUSTRIES

Industries are classified under three headings: (a) primary, (b) secondary, (c) tertiary.

Primary industries are those related to products obtained directly from nature, sometimes referred to as natural resources. These industries include fishing, farming or agriculture, mining, lumbering or forestry.

Secondary industries are the manufacturing industries which arise from the primary industries. For example: fish processing, making of fish nets and lobster traps, and building of fishing boats are manufacturing industries directly related to the primary industry of fishing.

Tertiary or service industries are those industries which provide the services which enable products to be sold. These include such industries as transportation, communication, finance, tourism, trade, retail and wholesale merchandising, and education.

Teachers should not be overly concerned about the terminology. The important point is that pupils should understand that there are the three levels and each level builds on the previous level.

PLACE NAMES

Place names are one of Atlantic Canada's primary sources of information. They are well-rooted in history and can usually be traced to some local or national historical event. Most place names will fall into one of the following groupings: landscape and physical forms, first settlers, famous people, sea and nautical terms, industrial origins, other languages, religious associations, royal association, place names elsewhere, and American Indian sources.

Names of places are almost always of great interest to pupils. An awareness of the meaning of the names and how they were derived will arouse the pupil's curiosity, and lead to a desire for a greater knowledge of the histories of communities throughout the Atlantic region, especially of the pupil's own community. Dr. C. Bruce Fergusson's book, *Place Names and Places of Nova Scotia*, provides an excellent reference. Also, *Local History in Altantic Canada* by William B. Hamilton contains a chapter on place names.

RESOURCES FOR TEACHING SOCIAL STUDIES

There are many suitable resources for the teaching of elementary social studies. These resources cover a wide range of content, approaches and levels, both print and visual, to provide for the differing ranges of ability, interests, and needs of the elementary student.

Some resources were listed earlier in this document. Further information relating to educational televisions and films available from Educational Media Services follow.

A separate publication, *Resources for Teaching Social Studies* (1981 edition), is available, upon request, from the Consultant, Social Studies, P. O. Box 578, Halifax B3J 2S9 (424-4209).

SCHOOL TELEVISION PROGRAMS 1981-82

Inside/Out
- Examples - Strong Feelings
  - Buy and Buy
  - Someone Special

Social Studies
- Preview of Nova Scotia
- Early Nova Scotia Habitation
- Louisbourg - The Grand Fortress
- The Citadel - Halifax
- Uniacke House - Nova Scotia
- Colonel Simeon Perkins

Yesterday's People
- Parts I-V

Thurberd's World
- The Family
- Where Do Families Live?
- What do Families Eat?
- What do Families Do?

Trade-Offs
- Choice
- Malcolm Decides
- We Decide
- Give and Take
- Less and More
- Working Together
- Does It Pay?
- Learning and Earning

Turtle Soup
- Bread and Cereal Group
- Vegetable Group
- Fruit Group
- Body Building Group
- Milk Group

Check School Television Schedule for specific dates and times.

Video tapes or video cassette copies of all these programs may be obtained free of charge by sending blank tapes to Education Media Services, 5250 Spring Garden Road, Halifax B3J 1E8.

History in Use
- Artist as Historian
- Work Becomes Craft
- A Legacy in Buildings

These programs are available on tape.

FILMS

The Film Library, Education Media Services, Department of Education, has many films available on one-week loan. Special forms must be used for requesting films, and these are available from your school or from the Film Library. Send all requests to 5250 Spring Garden Road, Halifax B3J 1E8.

The following is a sample listing of films. Further information may be obtained from the film catalogues available from the Film Library.

FILM	YEAR	MINUTES	TITLE
1048	71	10	About Rubber (col., E, I)
1071	70	11	African City: Contrasting Cultures (col., I, J, S)
1081	56	10	Age of Discovery: English, French, and Dutch Explorations (J)
1082	50	10	Age of Discovery: Spanish and Portuguese (J, S)
1090	73	16	Airplane Trip (col., E, I)
1091	64	10	Airport Helpers (col., E)
1141	67	10	Animal Babies Grow Up (col., E)
1142	73	10	Animal Behavior (col., I, J)
1143	71	30	Animal Communication (col., S)
1148	66	10	Animals and How They Communicate (col., I)
1177	54	20	Arabian Children (E, I)
3555	77	20	Artist as Historian (col., J, S, A)
1219	69	20	Bangkok (col., I, J)
1239	65	16	Beginnings of Exploration (col., I, J)
1254	66	11	Bicycle Rules of the Road (col., E, I, J)
1274	66	20	Black Creek Pioneer Village (col., J, S)
1282	69	20	Boy of Bombay (col., E, I, J)
1283	64	10	Boy of Japan: Ito and His Kite (col., E, I)
1329	66	20	Canada: Landform Regions (col., J, S)
1328	73	14	Canada's Provinces and People (col., I, J)
1341	62	13	Care of Pets (col., E)
1343	71	20	Caribou of Northern Canada (col., I, J, S)
1349	73	18	Cattle Ranch (col., I, J, S)
2936	62	18	Cave Community, The (col., S)
1384	58	18	Children in Autumn (col., E)
1385	57	18	Children in Summer (col., E)
1389	66	28	Children of the World: Brazil (col., I, J)
1399	74	28	Children of the World: Peru (col., J, S, A)
1400	74	28	Children of the World: Thailand (col., I,J,S,A)
1405	72	16	Christmas in Pioneer Times (col., E, I, J)
1439	73	8	Communication (col., E)
2954	62	20	Community, The (col., S)
1443	70	17	Comparative Geography: A Changing Culture (col., E, I, J)
1452	72	14	Conserving our Environment: Use and Re-Use (col., J)
1464	66	10	Cotton to Clothing (col., E)

FILM	YEAR	MINUTES	TITLE
1487	73	19	Culture and Costumes: The Great Clothes Put-On (col., I, J, S)
1535	69	22	Discovering the Music of India (col., I, J, S)
1533	67	20	Discovering the Music of Japan (col., I, J, S)
1565	74	6	Eating Feel Good Movie (col., E)
1617	73	28	Ellesmere Land (col., E, I, J)
1654	67	10	Everyday Courtesy (col., I)
1674	72	14	Family (col., S)
1673	71	14	Families are Different and Alike (col., E)
1681	67	16	Farm Family in Autumn (col., E, I)
1726	71	20	Food from the Rain Forest (col., I, J)
3006	71	20	Food Store, The (col., E)
1730	71	20	For You, Mr. Bell (col., J, S)
1758	70	19	Freighting by Ship (col., I, J)
1757	68	10	Freight Trains Today (col., E, I)
1797	54	10	Geography of Your Community (I, J)
1810	67	20	Getting the News (col., I, J)
3021	67	10	Globe and Our Round Earth (col., E, I)
1820	62	20	Glooscap Country (col., J, S, A)
1825	53	10	Golden Rule: A Lesson for Beginners (E)
1842	67	30	Growing Up Safely (col., S, A)
3032	66	10	Helpful Little Firemen, The (col., E)
1987	73	15	Inland Waterways...Inland Ports (col., E, I, J)
2023	73	17	Israeli Boy: Life on a Kibbutz (col., E, I)
2036	73	16	Japan: The Land and the People (col., E, I, J)
2043	71	10	Jobs in the City: Construction (col., E, I)
2044	72	10	Jobs in the City: Manufacturing (col., E, I)
2085	74	10	Land Pollution: A First Film (col., E, I)
3058	72	16	Language of Graphs, The (col., J)
2086	64	20	Language of Maps (col., I, J)
2163	71	10	Little Bluebird's Valley (col., E)
2217	61	27	Man and His Resources (S, A)
2225	73	8	Manufacturing (col., E)
3513	70	11	Map Skills: Recognizing Physical Features (col., I)
2232	73	10	Maps Show Our Earth (col., E)
2234	55	20	Marco Polo's Travels (J, S)
2253	73	12	Me, Myself (col., S)
2299	73	14	Milk, From Farm to You (col., E, I)
1200	74	25	Most Important Person: Attitudes (col., E)
1686	74	15	Most Important Person: Feelings (col., E)
1955	74	25	Most Important Person: Identity (col., E)
2343	72	11	Moving Goods in the Community (col., E)
2362	74	11	My World - Earth (col., E)
2363	74	11	My World - Water (col., E)
2390	72	20	Noise Pollution (col., S)
2392	73	20	Nomad Boy (col., E, I, J)
2444	69	17	Our Community Services (col., E, I)
2449	72	10	Our Round Earth: How It Changes (col., E, I)
2450	72	10	Our Round Earth: Its Land (col., E, I)
2451	71	10	Our Round Earth: Its Water (col., E, I)
2475	73	20	Paper Kite (col., E, I)
2502	71	10	People Who Work in Offices (col., E, I)

FILM	YEAR	MINUTES	TITLE
2503	71	11	People Who Work in Stores (col., E, I)
2533	70	10	Pier 73 (col., E, I, J)
1022	48	10	Pioneer Home, A (E, I, J)
2536	69	10	Pioneer Life: Education and Recreation (col., I, J)
2537	69	10	Pioneer Life: Preparing Foods (col., I, J)
2538	69	10	Pioneer Life: The Home (col., I, J)
2539	69	10	Pioneer Life: The Village (col., I, J)
2587	73	10	Primary Safety: On the Way to School (col., E)
2662	69	19	Rice Farmers in Thailand (col., I, J)
2670	71	12	River People (col., I)
2686	53	10	Romance of Transportation (col., E, I, J, S, A)
2690	67	20	Royal Province (col., E, I, J, S)
2821	70	10	South America: Life in the City (col., E, I, J)
2895	73	20	Telecommunications: Behind the Scene (col., I,J)
3266	70	10	Track 73 (col., I, J)
3267	72	10	Trade (col., E, I)
3273	73	8	Transportation (col., E)
3274	69	10	Transportation Around the World (col., E, I)
3200	72	16	Two-Legged Space Ship, The (col., E, I)
3328	70	9	Values: The Right Thing to Do (col., E)
3348	58	10	Vikings and Their Explorations (col., E,I,J,S)
3350	73	20	Village on Stilts (col., E, I, J)
3440	74	12	What's Mine is Mine (col., I, J)
3456	66	10	Why Communities Trade Goods (col., E)
3480	70	10	Work Around the World (col., I, J)
3484	74	10	Workers Depend on Each Other (col., E)